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ABSTRACT

Approximately 1 million individuals in Texas participated in career and technical programs, services, and activities offered at the secondary, postsecondary, and adult levels of education by public schools and community colleges in program year 1994. Secondary core standards and measures of performance were adopted in 1993. Sixty-nine federally funded secondary projects served 6,824 eligible single parents, displaced homemakers, and single pregnant women; 38 equity grants were awarded to fund postsecondary programs. Nineteen secondary sex equity projects were funded; 21 equity grants funded postsecondary projects for sex equity or the elimination of gender bias. Programs and activities were conducted for criminal offenders and students with disabilities, disadvantages, or limited English proficiency. Professional development, curriculum development, and student organization projects were funded in several areas: secondary business education, career guidance and counseling, health science technology education, home economics education, industrial technology, marketing education, and trade and industrial education. Community-based organizations operated 25 vocational education support programs serving 3,185 students. Other federally funded projects were in the following areas: consumer and homemaking education, tech prep, integrating applied academics into vocational education, and career guidance and counseling. (Appendixes include summary enrollment charts, summary of achievements of postsecondary adult programs, and descriptions of exemplary programs for postsecondary schools.) (YLB)

ED 383 936

VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION

ANNUAL PERFORMANCE REPORT UNDER THE CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT

PROGRAM YEAR-1994

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VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION
ANNUAL PERFORMANCE REPORT
FOR
PROGRAM YEAR 1994

Submitted to

THE UNITED STATES SECRETARY OF EDUCATION

Under the provisions of

PUBLIC LAW 101-392

THE CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT

Submitted by the

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AUSTIN, TEXAS

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VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ANNUAL PERFORMANCE REPORT

PROGRAM YEAR 1994

Texas Education Agency
Austin, TX
December 31, 1994

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FOREWORD

Texas is proud of its efforts to increase the academic and occupational skill competencies of youth and adults to meet the needs of an ever-changing and technologically advanced work force. The Vocational and Applied Technical Education Program in Texas is administered by the Texas Education Agency and the Texas Higher Education Coordinating Board under the Carl D. Perkins Vocational and Applied Technology Education Act (VATEA).

The Annual Performance Report for the Vocational and Applied Technology Education Program covers the 12-month program year from July 1, 1993 to June 30, 1994. This report fulfills the federal requirements to report the results and accomplishments of expending the federal VATEA funds.

The 1994 Annual Performance Report is structured in 14 sections, including the recommended 12 sections requested in the federal guidelines. Section I on "Vocational Enrollment Data" and Section XIV on "Quality Workforce Planning" have been added.

SECTION I
VOCATIONAL ENROLLMENT DATA

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CHART 1

Career and Technical Education
Program Enrollment by Gender
in Secondary, Adult, and Postsecondary Institutions

1993-1994

Enrollment Type	Male	Female	State Total
Secondary Education	324,401	259,711	584,121
Adult Education	17,668	5,220	22,888
Postsecondary Education	152,533	195,599	348,152
Grand Total	494,622	460,530	955,161

CHART 2

Career and Technical Education Program Enrollment by Gender in Secondary Institutions, 1993-1994

Instructional Program	Male	Female	State Total
Agriculture Education	61,006	21,532	82,538
Business Education	38,699	61,085	99,784
Health Science Technology Education	3,869	10,251	14,120
Industrial Technology	85,029	16,554	101,583
Marketing Education	12,400	12,403	24,803
Home Economics	61,699	116,628	178,327
Trade and Industrial Education	54,516	15,182	69,698
Grand Total	**314,218**	**253,635**	**570,853**

CHART 3

Career and Technical Education Program Enrollment by Gender in Secondary Adult Programs/Institutions, 1993-1994

Instructional Program	Male	Female	State Total
Agriculture Education	2,236	409	2,735
Business Education	1,649	2,579	4,228
Health Science Technology	88	99	187
Industrial Technology	220	156	376
Marketing Education	468	153	621
Home Economics	403	953	1,356
Trade and Industrial Education	12,428	871	13,299
Grand Total	**17,492**	**5,220**	**22,802**

CHART 4

Career and Technical Education Program Enrollment by Gender in Postsecondary Institutions, 1993-1994

Instructional Program	Male	Female	State Total
Agriculture Education	1,402	658	2,060
Business Education	20,706	43,481	64,187
Health Science Technology	24,007	77,557	101,564
Technical	30,549	19,532	50,081
Industrial Technology	3	-0-	3
Marketing Education	467	1,583	2,050
Home Economics	1,914	9,460	11,374
Trade and Industrial Education	56,622	21,238	77,860
Other	16,883	22,090	38,973
Grand Total	**152,553**	**195,599**	**348,152**

(state total includes adult enrollment)

CHART 5

Secondary Career and Technical Education Program Enrollment by Ethnicity, 1993-1994

Instructional Program	American Indian	Asian	African American	Hispanic	White
Agriculture Education	207	194	4584	13,599	63,954
Business Education	177	2,568	14,519	34,590	47,930
Health Science Technology	31	746	2,600	5,050	5,693
Industrial Technology	252	2,354	17,879	31,137	49,961
Marketing Education	46	413	3,475	7,339	13,530
Home Economics	408	2,190	34,946	58,030	82,753
Trade and Industrial Education	146	676	10,665	32,043	26,168
State Total	**1,267**	**9,141**	**88,668**	**181,788**	**289,989**

CHART 6

Secondary Adult Career and Technical Education Programs Enrollment by Ethnicity, 1993-1994

Instructional Program	American Indian	Asian	African American	Hispanic	White
Agriculture Education	4	3	575	457	1,696
Business Education	4	38	742	1,941	1,503
Health Science Technology	-0-	-0-	52	98	37
Industrial Education	-0-	-0-	38	165	173
Marketing Education	-0-	-0-	221	172	228
Home Economics	-0-	1	418	260	677
Trade and Industrial Education	11	76	5,169	3,897	4,146
State Total	19	118	7,215	6,990	8,460

CHART 7

Career and Technical Education Programs
Postsecondary Enrollment by Ethnicity, 1993-1994

Instructional Program	American Indian	Asian	African American	Hispanic	White	International
Agriculture Education	10	14	122	181	1721	12
Business Education	270	1872	7370	13,695	40,308	672
Health Science Technology	550	2435	15,341	19,229	63,567	442
Industrial Education	0	0	0	3	0	0
Marketing Education	8	82	206	417	1316	21
Home Economics	51	171	2878	3062	5174	38
Trade and Industrial Education	434	1441	7303	19,137	49,245	300
Technical	256	1716	4796	9153	33,757	403
Other	173	2611	4415	9412	22,041	321
State Total	1752	10,342	42,431	74,289	217,129	2209

CHART 8

Secondary Career and Technical Education Program Enrollment
by Special Population Status, 1993-1994

Instructional Program	Regular Voc. Ed.	Disadv.	Disabled	LEP	Correc-tions	SP/ SPW	Non-Trad.	Adult	Com-pleter
Agriculture Education	24,644	43,517	12,508	1,869	1,148		5,827	2,735	1,713
Business Education	50,074	41,793	4,176	3,743	1,102		1,318	4,228	13,512
Health Science Tech.	8,738	4,661	430	291	74		97	187	2,061
Industrial Technology	26,023	58,813	11,472	5,277	50		29,971	376	n/a
Marketing Education	11,307	11,441	1,261	794	414		261	621	2,077
Home Economics	40,489	108,078	20,272	9,491	37		2,418	1,356	4,410
Trade and Industrial	15,202	39,100	10,148	5,250	11,449		3,367	13,299	10,065
State Total	**176,477**	**307,403**	**60,267**	**26,715**	**14,274**	**27,326**	**43,259**	**22,802**	**33,838**

Supplemental Information

Please refer to Appendix A, "Summary Enrollment Charts for Secondary and Postsecondary Information."

Chart 9

Postsecondary Career and Technical Education Program Enrollment by Special Population Status, 1993-1994

Instructional Program	Regular Voc. Ed.	Disadv.	Disabled	LEP	Correc-tions	SP/ DH	Non-Trad.	Adult	Com-pleter
Agriculture Education	1,553	(803)	(262)	(82)	(24)	*	(56)	507	287
Business Education	50,649	(24,158)	(5,077)	(2,863)	-0-	*	(862)	13,538	3,643
Health Science Tech	77,793	(45,978)	(7,499)	(4,184)	(133)	*	(3,086)	23,771	9,469
Industrial Technology	3	(3)	(1)	(3)	-0-	*	-0-	-0-	0
Marketing Education	1,554	(632)	(126)	(66)	-0-	*	(25)	496	126
Home Economics	6,872	(3,947)	(757)	(574)	(371)	*	(124)	4,502	500
Trade and Industrial	52,263	(30,199)	(5,559)	(3,325)	(1)	*	(3,255)	25,597	7,168
Technical	31,170	(16,909)	(3,879)	(2,563)	(34)	*	(945)	18,911	2,710
Other	32,958	(10,890)	(5,061)	(3,735)	-0-	*	(191)	6,015	488
State Total	**254,815**	**(133,519)**	**(28,221)**	**(17,395)**	**(563)**	**41,356***	**(8,544)**	**93,337**	**24,391**

( ) indicates duplicated members - *41,356

Supplemental Information

Please refer to Appendix A, "Summary Enrollment Charts for Secondary and Postsecondary Information."

SECTION II
SECONDARY, POSTSECONDARY AND ADULT OCCUPATIONAL PROGRAMS, SERVICES AND ACTIVITIES (Title II, Part C, Section 231-232)

Number of Students Served

Approximately 1,000,000 individuals in Texas participated in career and technical programs, services, and activities offered at the secondary, postsecondary, and adult levels of education by public schools and community colleges between July 1, 1993 and June 30, 1994. Enrollment information for each educational level by type of institution is presented in the charts in Section I of this document.

Distribution of Title II, Part C Funds Between Secondary and Postsecondary/Adult Levels of Instruction

Funds available under Title II, Part C, support local programs, services, and activities. Options for distributing these funds between the secondary (Section 231) and postsecondary/adult (Section 232) levels of instruction were developed jointly by staff of the Texas Education Agency (TEA) and The Texas Higher Education Coordinating Board (THECB). The Joint Advisory Committee is designated to recommend funding strategies for career and technology education. The committee for 1993 - 1994 was comprised of the three members of the State Board for Vocational Education (State Board of Education), three members of the Texas Higher Education Coordinating Board, and one member of the Texas Council on Vocational Education. After consideration of the options presented, the Joint Advisory Committee voted to recommend to the State Board for Vocational Education that contact hours be used to distribute the federal funds between instructional levels. The State Board for Vocational Education adopted the contact hour recommendation and divided the federal funds between the secondary/adult and postsecondary/adult levels of instruction as follows:

Secondary/Adult	58.22%	$32,256,727
Postsecondary/Adult	41.78%	$23,148,163
Totals	100.00%	$55,404,890

Types of Secondary Institutions Conducting Programs

At the secondary level, career and technology education is delivered primarily through independent school districts with comprehensive high schools. For the 1993-94 program year, there were 356 school districts eligible to receive an allocation ($15,000 or more) from federal

funds available under Section 231. Of this number, 300 districts applied for funds, 21 districts applied for funds as consortia fiscal agents, and 35 did not apply for available Part C funds. In addition, 12 districts in rural or sparsely populated areas, which were not eligible to receive an allocation, requested and received a funding waiver based on distance (i.e., some high schools were located 30 or more highway miles from the nearest high school campus, and so were unable to qualify for funding without being granted a waiver).

During this fiscal period, 84 entities served as consortia fiscal agents. The 21 school districts which received allocations of $15,000 or more, plus 50 school districts with allocations under $15,000, served as consortia fiscal agents. Also, 11 education service centers, one city department of education, and one community college served as consortia fiscal agents. These entities enabled 426 school districts to provide students with needed programs, services, and activities as consortium members.

During 1993-94, 840 secondary institutions conducted programs, services, and activities supported with funds available under Title II, Part C, Section 231. In addition, Section 231 funds were used (1) by 39 public school districts to support vocational and applied technology education programs, services, and activities for more than 8,500 adult students; and (2) by the Windham School District to deliver instructional programs and services to more than 14,300 adult students serving in correctional institutions.

Types of Postsecondary/Adult Institutions Conducting Programs

At the postsecondary level, career and technical education is delivered primarily through the state's community and technical college system. During the 1993-94 program year, 52 postsecondary institutions with more than 70 campuses were eligible to receive an allocation ($50,000 or more) from federal funds available under Section 232, including 50 public community/junior colleges, the Texas State Technical College System, the Lamar University System, and the Texas Engineering Extension Service. These institutions provided a comprehensive system of postsecondary certificate and degree programs designed to meet the economic and occupational competency needs of Texas adults. Section 232 funds were used by postsecondary institutions (1) to provide for the full participation in the occupational and educational process of individuals who are members of special populations; (2) to improve existing programs and initiate new efforts to meet the needs of local communities; and (3) to deliver a wide range of educational opportunities within easy commuting distance for the state's diverse student populations.

During program year 1994, the Texas Higher Education Coordinating Board continued to develop a comprehensive system for postsecondary vocational training to meet the board's goal of economic and occupational competence for Texas adults. A major thrust was improving existing programs and initiating new efforts to meet the needs of local communities. Federal support for vocational education during the year totaled $37,139,515 including $23,148,163 for Title II activities and $13,991,352 for Title III activities.

During the year, 50 public community/junior colleges, as well as the Texas State Technical College System, the Lamar University System, and the Texas Engineering Extension Service, offered 4,044 approved vocational/technical education certificate and degree programs. These 53 postsecondary institutions, comprising more than 70 campuses, are strategically located throughout the state, providing a wide range of educational opportunities within easy commuting distance for a diverse student population.

Student enrollments in approved vocational degree and certificate programs in program year 1994 totaled 254,815. Both credit and non-credit courses were offered to adults training for new jobs, upgrading skills for their present occupations, and/or preparing for advanced training. Approved postsecondary/adult vocational courses attracted 93,337 students in 1994.

Basic Grant funds were allocated to public community and technical colleges and expended for salaries, travel, equipment, materials and supplies, contracted services, and other expenses for the activities allowable under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

Summary of Achievements of Programs, Services, and Activities Authorized Under Section 235: Uses of Funds

During the 1993-94 year, approximately $36,000,000 of federal Carl D. Perkins Vocational and Applied Technology Education funds were distributed to local education agencies. The use of federal funds by local districts was targeted to career and technology education programs which served the highest concentrations of individuals who were members of special populations. These individuals received instruction and services in the most integrated setting possible.

In general, the funds were used in support of secondary vocational education programs, services, and activities which were of such size, scope, and quality to be effective; which integrated both vocational and academic curricula through a coherent sequence of courses; and which fostered excellence and equity for all students participating in the program.

See Appendix B for achievements of postsecondary and adult programs, services, and activities.

Distribution of Title III, Part B Funds: Consumer and Homemaking Education

During 1993-94, $2,573,094 was available under Title III, Part B to support consumer and homemaking education. Such federal funds were distributed to local education agencies according to the formula established by the State Board for Vocational Education (State Board of Education) based on the following factors: (1) relative financial ability of the eligible recipient to provide resources; (2) low income families; and (3) the relative number of individuals served in approved consumer and homemaking education in the preceding year. Approximately

178,300 students participated in authorized programs, services, and activities offered by more than 780 school districts.

Distribution of Title III, Part E Funds: Tech-Prep

See Section XI, "Tech-Prep"

Distribution of Title III, Part F Funds: Supplemental Grants for Equipment and Facilities

Title III, Part F funds were distributed to local education agencies on a competitive basis during the 1992-93 program year. Approved projects which had not expended all funds awarded were extended for the 1993-94 program year.

Exemplary Programs, Practices, and Achievements

Detailed descriptions of secondary exemplary programs, practices, and achievements are presented in the sections of this report dealing with specific programmatic activities. Additional exemplary postsecondary programs can be found in Appendix D, "Exemplary Programs for Postsecondary Schools." Also, see Appendix B, "Summary of Achievements of Postsecondary Adult Programs, Services, and Activities."

SECTION III
CORE STANDARDS AND MEASURES OF PERFORMANCE
(Title I, Part B, Section 115 and 116; Title 5, Part B, Section 512)

SECONDARY

The Committee of Practitioners recommended to the State Board of Education (State Board for Vocational Education) Core Standards and Measures of Performance (S&MP) which would reflect the same high academic standard for vocational students that is set for all education in Texas. The State Board of Education adopted the standard and measures in 1993. The Core Standards and Measures of Performance are provided below:

Core Standards and Measures of Performance

- (Standard #1) All students who were enrolled in a coherent sequence of courses in vocational and applied technology education will pass the Texas Assessment of Academic Skills (TAAS) exit test at the standard set by the State Board of Education. (Standard: 99 percent)

- (Standard #2) At least 95 percent of 12th grade students who have completed a coherent sequence of courses in vocational and applied technology education programs (a) obtained a certification of competency by an accepted licensing or certification agency, OR (b) successfully completed a criterion-referenced test of occupational competency which has been validated, OR (c) demonstrated completion and competency in the essential elements for the coherent sequence of courses. Within three years this standard will be based on performance measures which assess the level of proficiency required by employers and/or institutions of higher education.

- (Standard #3) At the one-year follow-up, 75 percent of students who earned their high school diploma after having completed a coherent sequence of courses in a vocational and applied technology education program were (a) enrolled in a postsecondary educational institution, OR (b) enrolled in a registered apprenticeship program, OR (c) in training related to their vocational education program, OR (d) in a military service, OR (e) employed in a paid or unpaid job related to their vocational and applied technology education and training, OR (f) in other work-site programs.

- (Standard #4) All students enrolled in a coherent sequence of courses in vocational and applied technology education will graduate with their cohorts at the rate set by the State Board of Education. (Rate: 100 percent)

- (Standard #5) The percentage of students who are members of special populations enrolled in a coherent sequence of courses in vocational and applied technology education will be

comparable to the percentage of students who are members of special populations in grades 7-12.

The results of assessments relating to the core standards and measures of performance are shown in Appendix C.1.

Contribution of the Committee of Practitioners (COP) to the development of a statewide system of core standards and measures of performance

The COP recommended the Core Standards and Measures of Performance to the State Board of Education (State Board for Vocational Education) and also recommended that this become a part of the educational measurement used throughout the accountability system for public education. The board accepted the recommendations of the COP. These standards and measures of performance will be collected under the Public Education Information Management System (PEIMS). PEIMS is Texas' means for collecting and maintaining consistent data that are reflective of all educational initiatives in support of excellence and equity.

Progress made in developing, articulating, and implementing the statewide system

In order to establish a system for articulating and implementing the developed standards and measures of performance (SM&P) which were adopted by the State Board of Education, the S&MP were incorporated into the statewide accountability system. Personnel development was conducted, and every local education agency (LEA) in the state sent participants. To enact the S&MP, adjustments were made within the PEIMS data reporting software and district personnel were made aware of the new system. Due to these changes in the state accounting system for fiscal year 1993 (FY 93), LEAs were provided pre-printed enrollment data of special populations as reported by the LEAs for the previous year.

Coordination procedures for using existing resources and methods from other agencies

The State Board of Education authorized the Texas Education Agency to join in a tri-agency partnership between the Texas Higher Education Coordinating Board and the Texas Department of Commerce, beginning in FY 93 and continuing in FY 94. The tri-agency partnership contracted with the State Occupational Information Coordinating Committee to develop a reporting system linking data from public education with higher education and linking both to employment data available through the Texas Employment Commission. The system was implemented in all Texas postsecondary institutions and pilot tested with eight LEAs in FY 94. The pilot will be expanded to at least 15 LEAs in FY 95.

Documentation of how the state assisted the LEAs in overcoming difficulties in developing and implementing a statewide system of performance standards in FY 94

The Texas Education Agency held training sessions which were attended by all districts receiving federal funds from the Carl D. Perkins Vocational and Applied Technology Act. Participants discussed the system and explored methods for improvement. (See Appendix C2 for the dates and locations of these meetings.)

POSTSECONDARY

The Postsecondary Committee of Practitioners, an ad-hoc committee representing postsecondary institutions in Texas, met once a month from December 1990 through July 1992 and quarterly in 1993 and 1994. In 1991, performance measures and core standards were formed and published in a document which was distributed to all postsecondary institutions.

Three public hearings were conducted during the development period. Several additional training sessions were conducted for postsecondary administrators, program directors, and institutional researchers. The first statewide data reports based on the measures and standards were submitted on October 15, 1993.

Certified statewide college data reports were compiled and each postsecondary institution received a college data profile to evaluate their performance and to make an analysis relating to the adopted Performance Measures and Core Standards. Institutions falling below the state-approved standards and measures developed a plan for program improvement and described the plan for the succeeding program year in the local application for Basic Grant funds. The description included strategies designed to achieve progress toward improving the access and achievement of students who are members of special populations in vocational and technical education programs, including comprehensive career development, vocational guidance, and vocational and applied technology education strategies designed to improve the effectiveness of the program.

The Texas Higher Education Coordinating Board has implemented a system for state-level evaluation of the institutional effectiveness of Texas community and technical colleges. Monitoring and evaluation of Carl Perkins programs and activities are included. Results from on-site visits are also integrated into the program improvement plan.

In addition, Coordinating Board staff provided technical assistance in the development of program improvement plans for institutions identified in the first (lowest) 10 percent of the ranked outcomes among all institutions.

The Postsecondary Committee of Practitioners continues to solicit information from practitioners in the field regarding special populations and adult vocational programs.

SECTION IV
SINGLE PARENTS, DISPLACED HOMEMAKERS AND SINGLE PREGNANT WOMEN
(Title II, Part B, Section 221)

SECONDARY

During program year 1994, local education agencies (LEAs) directly served 6,824 eligible single parents, displaced homemakers, and single pregnant women enrolled in secondary instructional programs through 69 federally funded projects sponsored by Texas Education Agency. These students received a variety of direct services, such as career counseling and guidance, dependent care, transportation, summer school tuition, supplies, books, and materials. Approximately $3,118,150 in federal funds were expended during the year to support programs, services, and activities that lead to the acquisition of marketable skills for single parents, displaced homemakers, and single pregnant women. Funds were distributed by the request for application (RFA) process on a competitive basis. Because of the large size of the state, RFAs were divided into two categories: (1) small or rural schools (defined as those having less than 5,000 students in average daily attendance in grades kindergarten through 12) and (2) medium and large districts (defined as those having 5,000 or more students in average daily attendance in grades kindergarten through 12).

All applications from LEAs for Carl D. Perkins funds to support projects for single parents, displaced homemakers, and single pregnant women contained evidence that a needs assessment had been conducted. The results of the needs assessment became an integral part of the application for funding a single parents, displaced homemakers, and single pregnant women project.

Each application submitted to Texas Education Agency was reviewed and scored by a team of three evaluators. The scores were averaged to determine a composite score. The applicants receiving the highest scores were awarded a contract to conduct a program for single parents, displaced homemakers, and single pregnant women. After the awards were made, the project recipients proceeded to carry out the objectives as approved in the application.

Each project was required to have an advisory committee that included representatives from business and industry, education, Texas Department of Human Services, Job Training Partnership Act (JTPA) system, and Texas Employment Commission to give guidance to the project. In addition, each project was required to submit quarterly progress reports. A final comprehensive report was required at the end of the fiscal year, which listed numbers served, services delivered, and outcomes.

A total of 18 small and rural school districts were funded. Approximately 632 single parents, displaced homemakers, and single pregnant women from these districts were provided vocational

and applied technology education and training programs which lead to the acquisition of marketable skills. Participants also received support services (dependent care, transportation, summer school tuition, and career and guidance counseling), gained basic academic skills, and received job placement assistance. (A statewide data summary is provided in Table 1A in this section.) A number of services were provided by other agencies that served similar populations.

The services that seemed to be the most needed were transportation and dependent care, specifically child care. A teacher/coordinator for each district was an integral part of the programs. The teacher/coordinator arranged for students to be placed in appropriate vocational and applied technology education programs and training which lead to the acquisition of marketable skills, arranged dependent care and transportation for students, and connected them to other agencies or service providers, such as the JTPA system, Texas Department of Human Services, Attorney General's Office, and county health departments. In addition, the teacher/coordinator conducted special classes for single parents, displaced homemakers, and single pregnant women, visited or telephoned students when they were absent, and coordinated schedules and school activities with teachers and campus administrators.

Fifty-one medium and large school districts were funded. Approximately 6,192 single parents, displaced homemakers, and single pregnant women were provided vocational and applied technology education and training programs which lead to the acquisition of marketable skills. Participants also received support services (dependent care, transportation, summer school tuition, career guidance and counseling), basic academic instruction, and job placement assistance. (A statewide data summary is provided in Table 1B in this section.) A number of services were provided by other agencies that served similar populations.

Following are examples of real-life success stories of students served by funded programs:

- B.J., a single parent in high school, is grateful to the program for giving her the opportunity and support to finish high school. She has been in the program for two years, taking parenting classes and attending support meetings. After graduating from high school this year, she plans to attend a local community college and become a physical therapist.

- C.A., a 19-year-old senior who dropped out of school last semester, decided to come back after realizing that she had to think not only of herself but of her child. This program has taught her how to handle problems and reach her goals. She plans to attend college after she graduates.

- C.T., a mother of two who is now going through a divorce, has put her life in perspective after dropping out of school for two years. Shortly after entering this program and undergoing counseling, she realized that she can be a good parent, bread-winner, and much more. She described her worst nightmare as her children someday dropping out of school and saying "Why not? You did it!" By graduating from high school, she will soon end that nightmare. This year she will graduate from high school and plans to attend college.

Because of her determination and academic achievement (C.T. is a straight-A student), she was selected as "Teen of the Month."

TABLE 1A
STATEWIDE SUMMARY OF SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN INITIATIVES

CAREER AND TECHNOLOGY EDUCATION -- 1993-94

Rural and Small Schools

School District	Students Served	Students Provided Child Care Services	Students Provided Transportation	Students Completed High School or GED
Bastrop ISD	52	26	25	10
Bowie ISD	34	19	22	15
Burnet CISD	22	11	15	8
Del Valle ISD	78	49	58	14
Eagle Mt.-Saginaw ISD	18	3	0	6
Elgin ISD	10	7	-	2
Flour Bluff ISD	35	11	11	10
Hays CISD	43	25	17	8
Hitchcock ISD	25	12	21	7
Kilgore ISD	100	64	0	50
Lockhart ISD	33	30	28	6
Mineral Wells ISD	13	8	12	4
Paris ISD	29	12	19	7
Rosebud-Lott ISD	18	15	18	10
Santa Fe ISD	31	6	1	7
Shepherd ISD	19	10	5	2
Terrell ISD	44	20	21	11
Winters ISD	28	12	14	6
TOTALS	**632**	**340**	**287**	**183**

TABLE 1B
STATEWIDE SUMMARY OF SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN INITIATIVES

CAREER AND TECHNOLOGY EDUCATION -- 1993-94

Medium and Large Schools

School District	Students Served	Students Provided Child Care Services	Students Provided Transportation	Students Completed High School or GED
Abilene ISD	238	77	43	49
Amarillo College	83	0	0	47
Arlington ISD	119	66	48	91
Austin ISD	43	5	1	0
Beaumont ISD	122	50	115	18
Birdville ISD	114	37	12	32
Bryan ISD	91	33	33	19
Canyon ISD	36	15	3	13
Cleburne ISD	45	20	17	3
College Station ISD	28	13	17	3
Connally ISD	123	93	37	23
Corpus Christi ISD	121	121	14	11
Cypress-Fairbanks ISD	149	30	135	29
Denton ISD	68	23	25	17
Edinburg ISD	131	18	38	51
El Paso ISD	842	121	91	122
Ft. Bend ISD	17	17	4	11
Ft. Worth ISD	129	5	9	5
Gainesville ISD	82	22	35	22
Galena Park ISD	92	41	70	24
Galveston ISD	22	16	10	10
Garland ISD	354	86	101	75
Georgetown ISD	22	17	9	6
Harlandale ISD	60	17	12	13
Harlingen ISD	214	35	24	71
Humble	39	12	20	16
Huntsville ISD	46	36	42	12
Hurst-Euless-Bedford	118	84	27	21
Judson ISD	101	33	30	13

Table 2 continued

Lewisville ISD	30	7	11	21
Mansfield ISD	18	8	10	13
Nacogdoches ISD	85	31	43	26
North East ISD	145	12	0	28
Northside ISD	459	115	225	87
Olney ISD	7	7	0	2
Plainview ISD	57	21	9	14
Plano ISD	55	9	0	11
Round Rock ISD	28	28	1	10
San Antonio ISD	354	127	201	72
San Marcos ISD	112	52	63	22
Seguin ISD	137	55	39	30
Southwest ISD	79	11	47	14
Spring ISD	83	24	28	16
Spring Branch ISD	75	67	50	11
Temple ISD	122	6	0	90
Texarkana ISD	33	10	32	5
Texas City ISD	72	39	23	11
United ISD	25	25	24	3
Waxahachie ISD	190	76	172	38
Weatherford ISD	69	21	16	22
Ysleta ISD	308	61	33	39
TOTALS	**6,192**	**1,955**	**2,049**	**1,414**

POSTSECONDARY

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 continued to emphasize the access and participation of special populations in technical and vocational education programs by providing programs and services designed to overcome obstacles to students' success. One of the special concentrations of the 1990 act included devoting a minimum of 10.5 percent of the state's basic grant to equity programs, with not less than 7 percent of funds to be used for programs serving single parents, displaced homemakers, and single pregnant women, and not less than 3 percent to be used for programs for the elimination of sex bias.

Texas is fortunate to have many postsecondary institutions to serve the large number of students who seek postsecondary technical and vocational education. The programs funded by the Carl Perkins equity grants have made education and training available to many students who would otherwise face many obstacles and barriers to education/training and advancement. Preparatory programs, including programs offering basic academic and occupational skills, have enabled unprepared and under-prepared students to enter vocational and technical programs with

functional skills. Of equal importance, counseling programs offer study skills, coping skills, life skills, survival skills, and outreach programs that help empower the unprepared and under-prepared student to achieve in the classroom.

During program year 1993-94, the Texas Higher Education Coordinating Board funded 59 equity grant projects at Texas postsecondary institutions under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

Sex equity grant funds are awarded on a competitive basis. Grants were awarded based on a combination of field reader scores and a weighted special populations factor/sex equity factor based on a three-part formula determined by ratios of institutional funding, enrollment, vocational-technical enrollment, and services rendered to special populations/sex equity students.

While the competition among applicants is intense, the networking among service providers in Texas is an inspiration. Most program directors, counselors and service providers have established extensive linkages with community and area agencies and service programs and refer students for benefits. Service providers coordinate extensively with each other. The veteran service providers' commitment to help students is summarized by this statement: "Help that student find the means to get into an education or training program: however, wherever, and by whatever means necessary." These service providers feel a linkage and kinship with other service providers across the state that goes beyond their own programs, colleges, and institutions.

Thirty-eight equity grants were awarded to fund "Single Parent/Displaced Homemaker/Single Pregnant Women" programs during program year 1994. Single Parent/Displaced Homemaker/Single Pregnant Women Grants provided a wide array of support services to students in 1993-94. The projects funded supportive activities and services, including dependent care, transportation, career guidance and counseling, job placement, mentoring, workshops on job skills and life skills, outreach and recruitment, referrals to cooperative agencies, and projects to help students make the transition from the home to economic sufficiency in the workplace.

Summaries of the grant projects follow:

- Amarillo College's SECOND FLIGHT project provided career, academic and personal counseling; support services such as workshops for job-seeking techniques and life skills, child care, transportation, and textbooks; and recruitment activities in five teen parent high school programs, women's shelters, halfway houses, Department of Human Services, and other community organizations for single pregnant women, single parents, and displaced homemakers to enable them to receive technical/vocational training. Linkages were established with the following: other Texas "Postsecondary Single Parent/Displaced Homemaker Programs," National Displaced Homemaker Network, Texas State Technical College-Amarillo, West Texas A&M University, Texas Rehabilitation Commission, Texas Employment Commission, Panhandle Regional Planning Commission, Panhandle Community Services, Amarillo College Daycare Center, Amarillo Chamber of Commerce, Amarillo ISD, Panhandle Private Industry Council, local women's advocacy groups, local

business, local health care providers, Panhandle Tech-Prep Consortium, and Panhandle Regional Quality Workforce Planning Committee.

- Austin Community College's project, BUILDING COLLEGE AND COMMUNITY SERVICES FOR SINGLE PARENTS AND DISPLACED HOMEMAKERS, was established to recruit and retain single parents and displaced homemakers into technical vocational education. The project developed cooperative linkages with more than 15 business and community organizations, actively recruited more than 173 displaced homemakers and single parents into vocational/technical education, retained disadvantaged students through training and support services, and assisted in the school-to-work transition of graduating participants. The project provided support services to 457 single parents and displaced homemakers with 93 individuals receiving child care and/or textbooks/supplies. The project also assisted 283 prospective students with career and educational planning or resource information. The project received three community service awards.

- A NEW BEGINNING, Bee County College's project, is designed to help displaced homemakers/single parents/single pregnant women succeed in college. Goals of this project are to create a "bridge" between existing life and college life; increase the rate of retention and successful program completion; assist students in finding appropriate jobs; and use this program as a research model that can be continuously revised, improved, and shared with other colleges and universities. Linkages were established with the following: Texas Rehabilitation Commission, Department of Human Services, JTPA, The Vineyard, Headstart, and Beeville Independent School District (ISD).

- The PROMISE program at Collin County Community College provided resources, outreach, orientation, career guidance, short-term training for "job readiness," and mentoring for successful empowerment. The project served 292 clients. Linkages formed with many resources established a broad-based support and referral system. Availability of staff and advocacy has led to many success stories among the clients.

- Dallas County Community Colleges established SPECIAL SERVICES - SINGLE PARENT PROGRAM. This multi-campus project provided support services and occupational training and counseling for single parents, single pregnant women, and displaced homemakers. The project offered seminars and support groups to help students overcome barriers to employment and develop coping skills, communication skills, problem-solving skills, and human development skills. The project provided fast-track occupational training to prepare students for employment.

- WOMEN IN TECHNOLOGY (WIT): PROJECT OPPORTUNITY was established by El Paso Community College to provide a one-semester bridge curriculum to prepare women for success before they enter into nontraditional technological fields of study and occupations. Of the 111 women who applied, 18 entered and graduated from the four-course curriculum in spring 1994. The four courses included: self-investment (96 hours), applied technical physics (96 hours); mathematics (48 hours and three credits); and a technical content course (48-64

hours and three to four credits or 480 hours and no credit). Linkages were created with the Department of Human Services, El Paso Housing Authority, Texas Employment Commission, and Upper Rio Grande Private Industry Council. Outreach activities included media presentations, conferences and community presentations to civic, business and religious organizations, community coalitions, and area high schools. Support services provided to students included child care, tutoring, and counseling.

- CEPA JOB MODEL (THE CAREER EDUCATIONAL PLANNING AND JOB PLACEMENT MODEL) was created by El Paso Community College to recruit, enroll, and retain single pregnant women, single parents, and displaced homemakers in the college environment. The project offered career counseling and guidance, academic planning, and support to targeted students who are enrolled in college. Services included counseling, advising, retention efforts, job placement, and follow up. The program completed 95 percent of its objectives.

- Galveston College operated SERVICES FOR SINGLE PARENTS AND SINGLE PREGNANT WOMEN. This project produced a collaborative effort with applicable local community agencies, organizations, and institutions to develop and implement a variety of activities to help single parents and single pregnant women prepare for meaningful employment in vocational and technical fields. A variety of activities/services provided to single parents and single pregnant women included on-site visits and on-campus tours, financial assistance (testing, textbooks/instructional aids, and day care), evening on-campus baby-sitting, career guidance, personal counseling, academic advising, and class scheduling, formation of student/peer support groups, referrals to local community agencies and organizations, participation in campus organizations, involvement in community projects, and referrals for full- or part-time employment.

- The PROGRAM FOR SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN, developed by Grayson County College, increased the enrollment of and provided support services to students in the program. Enrollment among these populations increased 20 percent over the previous academic year. A retention rate of 75 percent was achieved from fall to spring. A retention rate of 54 percent overall was accomplished. A goal of 15 completers was set; 36 actually completed with a certificate or associate degree. Support services available to these students included access and retention strategies; assessment, advising, and counseling; academic, technical, vocational and career counseling; developmental studies; parenting skills training; and child care, transportation and textbooks.

- Hill College developed A PERSONAL DEVELOPMENT AND CAREER AWARENESS PROGRAM FOR SINGLE PARENTS, DISPLACED HOMEMAKERS AND SINGLE PREGNANT WOMEN AT HILL COLLEGE. This project established a personal development and career awareness program (PDCA) that would supply sufficient support strategies to provide survival skills and career planning and development for an identified target population at a small/rural community college. Staff identified 210 single parents,

displaced homemakers, and single pregnant women and offered a total of 25 PDCA classes for this targeted population. Twenty-five percent of the targeted population participated in developmental labs, and 77 percent enrolled in vocational/technical training during the 1993-94 program year. Support strategies supplied during the program year included job search workshops, resume writing, job search techniques, child care, transportation, tutoring, and counseling.

- The Houston Community College System operated PROJECT SOAR: WOMEN IN TRANSITION PROGRAM. This project provided a comprehensive program designed to recruit and retain single parents, displaced homemakers, and single pregnant women in technical education programs. Services included the following: outreach/recruitment, orientation, general needs assessment, academic assessment/testing, financial aid and scholarship information, book loans, child care, academic counseling, course registration, transportation, learning assistance, job placement, career counseling, personal growth and career seminars, and tutoring. The project provided 11 orientation sessions for 309 targeted women and 94 targeted students enrolled in a technical program during the same semester as the orientation. Of the participants, 223 women attained a 2.0 or higher GPA after the first semester, and 32 of the 45 students completing 12 credit hours filed a degree plan.

- The SPECIAL SERVICES PROJECT was designed by Howard College to serve single parents, displaced homemakers, and single pregnant women. The project provided career guidance to eligible students.

- Kilgore College created the SKILLS TRAINING AND ADULT RE-ENTRY PROGRAM (STAR). This project developed a pre-vocational skill-building course and established the support services required for single parents and displaced homemakers to attend and transition into occupational courses. STAR offered career assessment, academic testing, pre-vocational skill building, counseling, job-readiness training, job placement assistance, child care assistance, transportation assistance, and textbooks. Linkages were established with the Department of Human Services, Texas Employment Commission, City of Longview, Kilgore Community Crisis Center, The Women's Center, and Kilgore ISD.

- THE SINGLE PARENT/DISPLACED HOMEMAKERS PROJECT was operated by Lamar University Institute of Technology. This project provided child care, transportation, assessment, advising, counseling, and vocational and technical training to qualifying students who were single parents and displaced homemakers.

- Lamar University - Orange designed THE SINGLE PARENT/DISPLACED HOMEMAKER PROJECT for that campus. This project provided assistance for child care, transportation, and career and academic counseling for 60 students who were single parents and displaced homemakers. Assistance was provided for 82 qualifying students. A career fair was held, and study-skill seminars were conducted throughout the year. A self-esteem seminar was held during the spring semester. Career and academic counseling was provided for all qualifying students.

- Lee College developed PROJECT LEEWAY FOR SINGLE PARENTS. This project promoted and facilitated access to vocational/technical education at Lee College for single parents, displaced homemakers, and single pregnant women. Accomplishments of the program included assessment and goal setting for each participant; improvement of basic academic skills; career exploration in both traditional and non-traditional careers, including interaction with role models; self-esteem building; improvement of workplace readiness skills in self management, problem solving, and teamwork; student support services, including child care, textbooks, transportation, and tutoring; and statewide dissemination of information on Project LEEWAY. Linkages were formed with the Bay Area Women's Center, Texas Department of Human Services, YWCA, Baytown Housing Authority, and Family Counseling.

- McLennan Community College developed and operated SPECIAL SERVICES FOR SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN. This project provided vocational and career guidance and counseling and assistance with child care, and transportation for single parents, displaced homemakers, and/or single pregnant women. The goal to recruit, enroll, and serve 75 vocational/technical students through this project was successfully accomplished. Goals to provide the following services were all met: career guidance and counseling, transportation and child care assistance, counseling and advising, and coordination and linkage with area service providers. As a result of these efforts, made possible only by Perkins funding, 80.79 percent of those students served in the fall 1993 semester returned for the spring 1994 semester. The mean cumulative grade point average for these students as of June 1994 was 2.82. Linkages were formed with the Texas Department of Human Services, Central Texas Women's Alliance, Child Care Management System, Texas Rehabilitation Commission, Heart of Texas Council of Governments, Texas Employment Commission, and Waco Housing Authority.

- Midland College provides daycare assistance, transportation assistance, and textbook loans to single parent and displaced homemaker vocational majors with its initiative, PERKINS DISCRETIONARY EQUITY PROJECT. All goals were accomplished. Linkages were formed with the Texas Department of Human Services, Texas Employment Commission, Child Care Management Services, Texas Rehabilitation Commission, Child Care Management Services, Texas Rehabilitation Commission, JTPA system, Permian Basin Regional Planning Commission, Midland County Housing, Palmer Drug Abuse Center, Battered Women's Center, and Quality Work Force Planning Committee.

- SINGLE PARENTS AT NAVARRO aids single parents, displaced homemakers, and single pregnant women in the Navarro College Service Area. Goals and objectives accomplished were the following: to recruit and assist the targeted population; to assure equal access to vocational programs, services, and actions for the targeted population; to retain the targeted population by continuation of the program; expand child care services; organize a functioning Carl Perkins Steering Committee; and initiate on-going follow up. Linkages were formed with the following: Department of Human Services, Texas Employment Commission, Texas

Rehabilitation Commission, JTPA, Child Care Management Services, Adult Basic Education, U.S. Housing and Urban Development, Navarro College Christian Organizations, Attorney General's Office (Child Support), Community Transit Service, Mental Health and Mental Retardation Center, and Legal Aid.

- PROGRAMS FOR SINGLE PARENT/DISPLACED HOMEMAKERS/SINGLE PREGNANT WOMEN at Northeast Texas Community College provides activities, services, and information for females interested in pursuing vocational training/education. The project was instrumental in providing services, including daycare, transportation, books, and counseling services to more than 200 students residing in nine rural Northeast counties. Linkages were established with JTPA, Texas Rehabilitation Commission, Texas Department of Human Services, and Texas Employment Commission.

- Palo Alto College (Alamo Community College District) designed the PACE PROGRAM (PALO ALTO COLLEGE EQUITY) to improve access to and information about higher education to single parents, displaced homemakers, and single pregnant teens in South San Antonio who had not considered pursuing higher education. The program consisted of four components: (1) five, 75-hour free classes, entitled PAC-UP (Palo Alto College-Untapped Potential), designed to provide participants with the preparatory skills, information, and support needed to access vocational education/training or basic education through an appropriate delivery system integrating academically enhancing curricula, personal development, and information about campus and community resources. The fifth class was added in response to a community request from AVANCE, a community-based organization (CBO) working with low-income families; (2) three presentations for "at risk" urban and rural middle and high school women students, at which information regarding vocational education and training opportunities were provided through on-site school presentations, campus tours, and discussions; (3) bi-monthly noon brown bag information meetings were held to provide support and assistance with issues and concerns of currently enrolled and potential occupational technology majors; and (4) a symposium sponsored collaboratively by the college and community agencies focused on leadership skills, a major issue known to hinder success of the target population. Each of the PACE Program components was successful. Prospective and current students were provided information and support resulting in 65 percent continuing and/or new student registration in college or other educational opportunities, as appropriate.

- Paris Junior College (PJC) established SUPPLEMENTAL ACADEMIC AND STUDENT SUPPORT SERVICES FOR SINGLE PARENTS, DISPLACED HOMEMAKERS AND SINGLE PREGNANT WOMEN. The project provides support services for the targeted population in technical/vocational training. Goals accomplished were the following: continued refinement of program procedures; contacted eligible students and prospective students through a variety of outreach efforts; delivered support services including counseling, academic advising, child care, transportation, book loans, and assistance to eligible participants; and provided job readiness training. Linkages established included the following: Texas Department of Human Services, Child Care Management Services, Texas

Rehabilitation Commission, JTPA, Lamar County Human Resource Council, YWCA, Northeast Texas Quality Work Force Planning, PJC Placement Office, PJC Student Development Center, PJC Counseling Center, Texas Department of Mental Health and Mental Retardation, local service clubs, PJC alumni, area professional women, ARK-TX Council of Governments, Region VIII Education Service Center, St. Joseph's Hospital and Health Care Center, Paris ISD, and CHANCE.

- South Plains College designed the FIRST STEP PROGRAM to provide access and eliminate barriers to higher education for single parents, displaced homemakers and single pregnant women. Services included life skills and career exploration workshops, personal and vocational counseling, faculty in-service presentations, and provision of financial assistance for 80 students qualifying for child care, transportation, and textbooks. Coordination and linkages with existing local and state agencies was accomplished through advisory board formation, distribution of brochures and fliers, presentations, and advertisement through mass media. Linkages established included Levelland ISD, Child Care Management Systems, Lubbock ISD, JTPA, Texas Rehabilitation Commission, and Texas Department of Human Services.

- Southwest Texas Junior College created THE SUPPORT SERVICES FOR SINGLE PARENTS, DISPLACED HOMEMAKERS AND SINGLE PREGNANT WOMEN PROGRAM. This project provided support services to targeted students within the vocational/technical special populations. Support services included day care, transportation, textbook loans, laboratory supplies, uniforms and/or tools common to each student's selected trade or education/training area.

- THE TEMPLE JUNIOR COLLEGE SINGLE PARENT/DISPLACED HOMEMAKER PROGRAM provided services for targeted students in vocational education/training. Support services included child care, transportation, textbook and supply purchase and loan, job search and interviewing skills training, recruitment, and retention.

- Texas Southmost College (The University of Texas at Brownsville in partnership with Texas Southmost College) developed PROJECT MUJER: CHOICES AND CHANGES, A SOUTH TEXAS PROJECT TO ELIMINATE EDUCATIONAL BARRIERS FOR DISADVANTAGED HISPANIC WOMEN. The project established a comprehensive and intensive preparatory services program designed to empower women with the skills to promote economic independence for self sufficiency. The program combines services for students enrolled in vocational/technical college courses, students enrolled in the preparatory program, and students in the Work Experience Mentor Program activities. During the summer, students were part-time employees in university departments. The preparatory program provided basic skills training in reading, writing, math, GED training and remediation, skills training in practical parent education workshops, workshops in survival skills for women, family literacy workshops, word processing workshops, work experience mentor program, and 20 self-awareness workshops. Support services included child care, transportation, books, and personal and career counseling/advising. Linkages were

established with the Texas Department of Human Services, Cameron County Housing Authority, the Private Industry Council, and the Social Security Office.

- Texas State Technical College-Amarillo established EXPANDED CHILD CARE AND SUPPORT SERVICES FOR A BROAD SPECTRUM OF STUDENTS. This project provided single parents, displaced homemakers, and single pregnant women with the support services necessary to enable them to successfully complete a two-year postsecondary technical education program. Child care and transportation assistance was implemented and delivered to qualifying students. A textbook lending library provides audio and video cassettes on career opportunities, job-seeking skills, resume writing and interview techniques, nontraditional roles and the history of women in the workplace, self-esteem, and professional image. A comprehensive information and referral/resource directory of social services for Amarillo and the surrounding area has been published. Information about these services has been disseminated through fliers, brochures, information packets, and presentations to new and prospective students. Linkages have been established with the Department of Human Services' JOBS Program, JTPA classroom training, Region XVI Education Service Center, Panhandle Regional Planning Commission, Housing and Urban Development rental assistance and transportation, Amarillo ISD, Hereford ISD, and Family Support Services.

- PROJECT CRECER was developed by Texas State Technical College-Harlingen. This project created a comprehensive system that will establish outreach linkages and referral services, and collaboration and articulation agreements with local government and non-profit organizations. These services and linkages will enable single parents/displaced homemakers/single pregnant women interested in seeking vocational/technical education to obtain necessary services. A manual, *Human Care Resources*, was developed and provided; a recipient tracking plan was initiated; and a "how-to" manual was developed and put in place. A total of 548 student contacts were made: 170 completed General Educational Development (GED) training and received GED certification, and 378 participated in pre-GED and basic skills training.

- Texas State Technical College-Sweetwater established ROLLING PLAINS EQUITY CENTER AND DAY CARE ASSISTANCE PROJECT. The project provided child care and services for single parents, displaced homemakers, single pregnant women, and nontraditional students. Child care assistance served 43 qualifying students. Referrals and contacts with Aid to Families with Dependent Children, the JTPA system, Texas Rehabilitation Commission, and Child Care Management Systems offered increased aid for students served. Specialized counseling and academic tutoring were offered with extremely positive effects as evidenced by student surveys.

- Tyler Junior College designed a Carl Perkins project with a dual purpose: (a) to help to eliminate barriers faced by the female student and (b) to help the female student acquire marketable skills. Goals accomplished were the following: (1) developed a media plan for recruiting the targeted population, (2) developed a video for recruiting the targeted population, (3) broadcast the video on the local cable education channel to audiences at 11

high schools/adult learning centers and 24 local agencies; (4) provided 10 special programs on campus to serve targeted populations; (5) coordinated and monitored students participating in dependent care and transportation; and (6) developed and sent a newsletter each semester. Linkages were established with the Department of Human Services, Tyler Adolescent Parent Program, Parent Service Center, Adult Learning Center, Community Store-Front Program, Hispanic Service Center, Camp Fire, and East Texas Employment and Training.

- The NEW BEGINNINGS program was developed by Vernon Regional Junior College to help single parents, displaced homemakers, and single pregnant women pursue vocational education. Goals accomplished were the following: job placement brochures, newspaper articles, posters, and flyers were produced to inform single parents and displaced homemakers of available vocational programs, support services, and career counseling; tutorial assistance was provided to all single parents and displaced homemakers who requested assistance; 42 seminars and workshops were given during the year; specialized curriculum materials, media and equipment were provided; and child care, transportation, textbooks, supplies, work-study positions, and personal grooming services were provided. NEW BEGINNINGS provided services to more than the estimated number of single parents through child care, textbooks, work-study positions, and gasoline reimbursements.

- EQUITY SERVICES established by The Victoria College were designed to improve access to vocational and technical education for the target population of single parents, displaced homemakers, and single pregnant women. Goals accomplished were the following: improved access to vocational and technical programs; increased retention and completion rates for target population students; and preparation of target population students for the work force so that they might become self-sufficient members of society. Linkages were formed with the following: JTPA, Department of Human Services, Golden Crescent Child Care Management Services, and Victoria ISD.

Supplemental information is provided in Appendix B, "Summary Achievements of Postsecondary Adult Programs, Services, and Activities," and in Appendix D, "Exemplary Programs for Postsecondary Schools."

SECTION V
SEX EQUITY PROGRAMS
(Title II, Part B, Section 222)

SECONDARY

Nineteen projects were funded at the regional education service centers to provide programs, services, comprehensive career guidance and counseling, and activities to eliminate sex bias and stereotyping in secondary career and technology education. The focus was to change traditional attitudes about the "proper" roles and abilities of females and males in careers or job choice and to promote equal treatment and opportunities for all students to choose educational programs and careers in preparation for future work roles.

Approximately $1,397,792 in federal funds were distributed by the request for application (RFA) process on a competitive basis for the regional projects to eliminate sex bias and stereotyping. Recipients of the regional projects to eliminate sex bias and stereotyping employed a full-time specialist to plan, organize, and conduct the regional project. Each specialist was required to (1) be a vocational and applied technology education equity specialist with demonstrated experience as a vocational and applied technology education counselor, or (2) have demonstrated experience as a teacher in the area of vocational and applied technology education. The vocational and applied technology education equity specialist was responsible for conducting staff development workshops in the region for counselors, teachers, administrators, and others designed to eliminate sex bias and stereotyping. In addition, the specialist was responsible for conducting classroom activities on goal setting designed to provide students with marketable skills, prepare them for nontraditional jobs, and to discuss problems students might encounter in achieving their educational and vocational goals.

The vocational and applied technology education equity specialist visited all schools in the education service center region to provide assistance in the operation of vocational and applied technology education programs, related support services, and career counseling. (A statewide data summary is provided in Table 1 A.) The specialist was responsible for contacting each postsecondary institution in the region to coordinate vocational and technology programs. The specialist was responsible for establishing a lending library to provide local school districts in the region with information related to special activities designed to eliminate sex bias and stereotyping in vocational and applied technology education, opportunities in nontraditional occupations, occupational career and goal setting, and examples of services available to prepare students for marketable skills. Each of the regional projects to eliminate sex bias and stereotyping established an advisory committee composed of representatives of business and industry, local vocational and applied technology education program administrators, postsecondary institutions, and other governmental agencies. These committees (each composed of at least five members) provided advice and guidance to the project and provided coordination for additional support.

The following are examples of statewide program efforts and activities:

- **Award Contest**
  Nontraditional student award contests were held for high school seniors who were enrolled in at least one non-traditional career and technology education course during the school year. Each school submitted at least one nomination. Nominees were judged by a committee of representatives from business and industry, nontraditional occupations, and the regional equity advisory committees. Winners received a certificate and recognition for their endeavors.

- **Career Fairs**
  Students participated in non-traditional career fairs to encourage their expansion of career options after high school. Sessions were held on self-esteem, labor market information, post-secondary institutions, and wellness. Professionals in non-traditional careers conducted presentations and encouraged students to select non-traditional careers.

- **Cinderella Doesn't Live Here Anymore**
  This activity helps students to understand the relationship between their attitudes, education, and career choice. It tells the story of Cinderella and her responsibilities for cooking, cleaning, and other household chores. She was miraculously discovered by the prince, married him, and lived happily ever after by staying home and raising the kids. Students discuss their perception of Cinderella and the prince's lives, life today, and envision their lives at various ages. The origins of sex stereotypes, changing roles and expectations, and how personal values affect decisions are introduced into the discussion.

- **Resources**
  In addition, sex equity coordinators also provided staff development and technical assistance to teachers, counselors, and administrators. Technical assistance was provided in analyzing textbooks and teaching materials for gender equitable pictures, statements, and role models, as well as their own everyday vocabulary usage and word choice for gender fairness.

  Resource libraries consisting of books, brochures, and videos on non-traditional careers and sex equity issues were made accessible to all school districts. Info-disk Corporation introduced a new and highly advanced computer software program to assist students with career information. This system is being used by some schools.

Table 1A
STATEWIDE SUMMARY OF SEX EQUITY INITIATIVES
CAREER AND TECHNOLOGY EDUCATION -- 1993-94

Education Service Center	Students Served	Teachers, Counselors, and Administrators Served	School Districts, Private Schools, and Other Entities Served
Region I ESC	936	1,346	38
Region II ESC	3,177	888	86
Region III ESC	5,025	342	41
Region IV ESC	985	2,167	54
Region V ESC	2,059	908	29
Region VI ESC	5,194	428	59
Region VII ESC	2,217	3,247	271
Region VIII ESC	915	131	17
Region IX ESC	4,719	803	90
Region X ESC	3,081	1,246	79
Region XI ESC	4,170	367	81
Region XII ESC	1,390	284	31
Region XIII ESC	2,346	110	58
Region XIV ESC	4,281	471	43
Region XVI ESC	1,593	1,179	65
Region XVII ESC	2,261	470	41
Region XVIII ESC	790	1,405	33
Region XIX ESC	3,150	340	13
Region XX ESC	1,504	639	26
Statewide Totals	**49,748**	**16,771**	**1,151**

Please Note: Region XV chose not to participate.

POSTSECONDARY

Twenty-one equity grants funded projects for sex equity or the elimination of gender bias during program year 1994. Grants for the elimination of gender bias focused primarily on recruitment and retention of special populations in nontraditional technical education programs. Areas of special focus were internships, mentoring, speakers bureaus, job development, specialized dissemination of information to eliminate sex bias and stereotyping, instructional support, and faculty development. Student support services included dependent care, transportation, textbook loans, tutoring, and career guidance and counseling. Support groups were provided and support services facilitated participants' progress toward self-sufficiency.

Summaries of grant projects follow:

- Amarillo College's NOW 2000 (NONTRADITIONAL OPPORTUNITIES FOR WORKERS BEYOND 2000) was designed to work toward eliminating gender bias in the work force by providing access to nontraditional careers through counseling, workshops, support services, and recruitment activities. Goals accomplished included: provided eight free 24-hour Job-Seeking Techniques/Life Skills workshops, which included panels of professionals from nontraditional areas; provided services to 1,417 students through Adult Students and Women's Services; provided academic, personal, and career counseling to students and prospective students in nontraditional technical/vocational majors; provided continued recruitment and retention activities such as brown bag seminars, community presentations, and high school liaison activities; and provided career development opportunities such as equity information, computer career guidance, career classes, and seminars. Linkages were established with the following entities: Texas Rehabilitation Commission, Texas Employment Commission, Panhandle Regional Planning Commission and Panhandle Community Services, Amarillo College Daycare Center, Amarillo Chamber of Commerce, Amarillo ISD, Panhandle Regional Quality Workforce Planning Committee, local women's advocacy groups, local businesses, and local health care providers.

- Central Texas College's NONTRADITIONAL CAREER PROGRAM provided qualified individuals with programs designed to eliminate sex bias in Central Texas with the assistance required for participation in vocational/technical education. The project conducted workshops on life skills and parenting skills; conducted career counseling sessions; produced and mailed copies of quarterly newsletters to nontraditional students; provided support services through textbook loans and child care; participated in an annual job fair; and presented a STARLINK teleconference involving sex equity issues to faculty, staff, and student body.

- Dallas County Community College designed WOMEN IN SKILLED TRADES to provide women with marketable skills in building maintenance and repair, and to encourage their continued training in related two-year nontraditional technical programs. The project funded a short-term building maintenance and repair program which included an internship component. Seventeen women enrolled; 11 received certificates of completion, and six completed a two-hour credit course. At project completion, all students were pursuing further training/education. Immediately following certification, all students attended a 15-hour Job Search Workshop and a 48-hour basic skills supplemental program offering English language arts, mathematics, and introductory computer training. All 17 students completed these courses. The project provided counseling, academic advising, and career coaching to all students and child care and transportation as needed. All students received textbooks, supplies, and a fully equipped tool belt. Linkages were formed with the Texas Department of Human Services, Texas Employment Commission, Salvation Army, Young Women's Christian Association (YWCA), Irving Aid, Private Industry Council, and the Greater Dallas Community of Churches Interfaith Job Search.

- WOMEN IN TECHNOLOGY (WIT) - EQUITY AND INTERNSHIP was developed by El Paso Community College in response to the critical need for minority women, especially

those qualified as special populations, to expand their limited perceptions of career choices to include nontraditional technical occupational training and employment. Credit areas include the following occupational areas: automotive technology, drafting, electronics, fire technology, heating/ventilation and air conditioning (HVAC), and welding. Non-credit areas include plastic technology, industrial maintenance, precision machining, sewing machine repair, and material handling and warehouse operations. The WIT Project addressed the underrepresentation of women in technological fields. This under representation stems from a restricted view of women, their abilities, and their career options, as well as a lack of awareness about occupations that pay well and offer women more autonomy, independence, and challenge than traditional work. The WIT Project also addressed the slowness of change due to the challenges presented by the following factors: family values and life beliefs; denial of recognition of limitations; El Paso's border situation, in which the confluence of two cultures requires a historic understanding of women's traditional roles and how they must change to integrate women into meaningful work roles in the American and future global economies; and the affirmation by social scientists that such a paradigm shift in thought cannot possibly be accomplished in a few years. This work at the grass roots level is crucial before new precedents and signs of gripping successes are noted. Student support services included: recruitment presentations, exhibits designed for in-depth discussions and interaction redefining women's roles in the workplace to include nontraditional options, training students as student recruiters and role models, tutoring, child care, support workshops, transportation, textbooks, tools, and internships in nontraditional areas for eight completing and qualifying students. Linkages with coordinating agencies included the following: Department of Human Services, Girl Scouts, YWCA, Upper Rio Grande Private Industry Council, El Paso Coalition for the Homeless (which combines the efforts of 57 agencies), El Paso ISD, Rockwell International, and EXPO of El Paso.

- SEVE - SEX EQUITY IN VOCATIONAL/TECHNICAL EDUCATION was created by Kilgore College to provide support services and encouragement for students in the selection and accomplishment of a career goal that has been traditionally for someone of the opposite gender. SEVE has the following 11 components: recruitment, career assessment and ongoing career counseling, support groups and individual counseling, vocational equity club, non-credit sex roles class, job readiness training, job placement assistance, textbook lending library, individual tutoring, child care and transportation assistance, and apprenticeships during the last semester of training. Seventy students were served by the project. Twenty-one received either career and academic counseling or assessment, 10 attended workshops, and 12 attended the sex roles class.

- Laredo Junior College's SEX EQUITY PROGRAM was designed to enhance opportunities in nontraditional training and eliminate sex bias in the classroom and work place. The SEX EQUITY PROGRAM served 61 students. Accomplishments include the following: implementation of a statistical data card at registration to assist in identification of eligible students; outreach presentations to local schools, agencies and community organizations; dissemination of brochures to faculty to increase referrals to the program; determination of eligibility for 100 percent of the referrals; and provision of services to eliminate sex bias in

vocational/technical programs. These services included career guidance, child care, transportation assistance, books and instructional supplies, and work-study.

- PROJECT ACCESS II - INDIVIDUALS IN TRANSITION was created by Odessa College to increase student enrollment, retention, and completion in credit and non-credit vocational/technical training curricula targeted for elimination of gender bias at Odessa College. In 1993-94, student enrollment data at Odessa College identified 20 of the 32 occupational programs offered at Odessa College as gender equity programs. Project Access II developed student recruiting plans based on the identified programs and developed a safety net of support services that provided for counseling, referrals, textbook lending, child care, transportation, and test fee assistance. PROJECT ACCESS II served 78 gender equity students (32 males and 46 females) in 13 separate occupational programs. Linkages were established with the following organizations: adult basic education, area churches, Odessa Chamber of Commerce Leadership Odessa Program, Boys and Girls Club, Catholic Charities, Department of Human Services, Ector County Adult Probation, Ector County ISD, JTPA, Planned Parenthood, Texas Employment Commission, Texas Rehabilitation Commission, The University of Texas of the Permian Basin, Headstart, Inc., Permian Basin Regional Planning Commission, United Way Child Care Centers, City of Odessa, Odessa Business and Industry, Battered Women's Center, Hanna House, Texas Tech Regional Health Services Center, West Texas Opportunities, Region VI Displaced Homemakers Association, Odessa Drug and Alcohol Abuse Agency, and Support Group and Hospice.

- San Antonio College (Alamo Community College District) designed PROJECT ACCESS for women returning to the workforce. The project provided participants with opportunities to explore nontraditional career fields and vocational/technical education and provided support services to aid in their retention. Goals accomplished included: formation of an advisory committee; recruiting 24 women for fall 1993; a retention rate of 89 percent at the completion of the program in spring 1994; and 71 percent of participants maintaining a 2.0 or above cumulative GPA at the end of spring 1994.

- MEETING THE CHALLENGE FOR SEX EQUITY was developed by the Texas Engineering Extension Service. The project worked to increase enrollment and retention of primarily female students in nontraditional, gender equity education/training programs to meet labor market needs.

- Texas State Technical College-Harlingen created the RIO GRANDE EQUITY CENTER CONTINUATION AND EXPANSION. The purpose of this project was to continue Equity Center activities. Goals achieved included the following: provided marketing and outreach to civic and professional organizations; printed and distributed referral directory for women; promoted "nontraditional week"; provided counseling and assessment; produced equity workshops; organized and held a Regional Woman's Conference; and provided needed services to women students on campus.

- WOMEN IN TECHNICAL EDUCATION AND THE WOMEN'S RESOURCE CENTER were developed by Texas State Technical College-Waco to develop and implement a comprehensive program for the recruitment and retention of women in technical education. Recruitment goals accomplished include the following: conducted activities with the alumni association; analyzed data about women in technical education; enhanced recruitment through excellence in retention; and continued dissemination and diffusion of comprehensive recruitment efforts. Retention goals achieved include the following: further enhanced personnel, structure and overall programs of the multiple purpose of the Women's Resource Center programs; ensured that the Women's Resource Center meets ongoing needs of female student populations; and continued dissemination and diffusion of program information for replication. The Women's Resource Center has established linkages with the following agencies/organizations: the Texas Department of Human Services; Family Counseling and Children's Services; Center for Action Against Sexual Assault; McLennan County Co-Op Schools; Heart of Texas Co-Op, adult education; MHMR; Caritas; Salvation Army; Waco-McLennan County Public Health District; DePaul Center; YMCA; YWCA; Waco Housing Authority; Economic Opportunities Advancement Corporation; Consumer Credit Counseling; Head Start Program; Heart of Texas Council of Governments; Legal Services; McLennan County Youth Collaboration; Planned Parenthood of Central Texas; Teen Pregnancy Prevention Council; Waco ISD Pregnancy Education and Parenting Program; Central Texas Women's Alliance; McLennan County Extension Agency; Heart of Texas Council on Alcoholism and Drug Abuse; McLennan Community College Small Business Development Center; United Way of Waco; Waco Girl's Club; Heart of Texas Hospice; City of Waco Personnel Service; Family Abuse Center, Inc.; Edna Gladney Home in Fort Worth; American Red Cross; American Heart Association; McLennan County Elections Department; Texas Department of Public Safety; Bluebonnet Girl Scout Council, Inc.; and the Center for Occupational Research and Development.

- Trinity Valley Community College organized SUPPORT SERVICES FOR STUDENTS PURSUING NONTRADITIONAL CAREER PATHS. The purpose of this project was to provide equal access to vocational education by assisting students in overcoming the barriers to entering and remaining in nontraditional vocational education programs. To accomplish the goals of the project, TVCC aggressively recruited students and encouraged them to consider a nontraditional career path. The objective to provide part-time employment opportunities, child care services, and textbooks for eligible students was accomplished.

- Tyler Junior College created GENDER EQUITY PROGRAMS TO ELIMINATE GENDER BIAS to provide equity awareness, recruitment for education/training in nontraditional careers, and support programs. Goals accomplished were the following: an advisory committee was organized and met quarterly; outreach activities were initiated and continued throughout the year, including advertisements in local newspapers, on radio, and outreach visits to agencies, community sites, and churches; 15 gender equity student assistants were employed in selected nontraditional program areas; informational flyers and mid-term letters were mailed out to the target population, faculty and staff; career development workshops were held on a monthly basis throughout both long semesters; dependent care and

transportation assistance was provided for all eligible applicants; a career conference for 6th, 7th, and 8th grade young women was planned, advertised, and conducted; returning adult re-entry and awareness workshops were held each long semester; a specialized summer outreach program entitled "You Can Do It" was scheduled, advertised, and held; "Tech It Out," a program targeting single pregnant females for awareness of gender equity issues and career development, was continued; a video series on personal/academic/work topics was run each long semester; an employment equity workshop for gender equity students was offered to target population and support services recipients; and academic assistance such as professional and peer tutoring, computer-assisted instructional tutoring, study skill handouts, and audio and video resources were made available. Linkages were established with the following agencies/organizations: the Department of Human Services, Tyler Adolescent Parent Program, Parent Service Center, Adult Learning Center, Community Store-Front Program, Hispanic Service Center, Camp Fire, and East Texas Employment and Training.

SECTION VI
CRIMINAL OFFENDERS
(Title II, Part B, Section 225)

In program year 1994,,a total of 17,642 individuals participated in vocational and applied technology education programs and activities conducted by the two major state agencies responsible for criminal offenders serving in correctional institutions: the Texas Youth Commission and the Texas Department of Criminal Justice - Institutional Division. These agencies reported $738,729 in federal vocational and applied technology education expenditures for the program year. Seven campus sites operated by the Texas Youth Commission served 2,905 individuals at the secondary level, and 40 units of the Texas Department of Criminal Justice - Institutional Division served 14,737 adults. The names and addresses of these campus sites and units located throughout the state are listed below.

The Texas Department of Criminal Justice - Institutional Division conducted vocational programs for criminal offenders at the following units:

BETO P.O. Box 128 Tennessee Colony, TX 75880	GATESVILLE 1402 State School Rd. Gatesville, TX 76599	WYNNE Route 1, Box 1 Huntsville, TX 77349
BETO II Route 2, Box 2250 Palestine, TX 75882	HILLTOP 1500 State School Rd. Gatesville, TX 76599	BOYD Route 2, Box 500 Teague, TX 75860
CENTRAL One Circle Drive Sugar Land, TX 77478	HUNTSVILLE P.O. Box 99 Huntsville, TX 77340	JESTER I Route 2 Richmond, TX 77469
CLEMENS Route 1, Box 1077 Brazoria, TX 77422	JESTER III Route 2 Richmond, TX 77469	BRISCOE Rt. 1, Box 4 Dilley, TX 78017
DARRINGTON Route 3, Box 59 Rosharon, TX 77583	PACK II Route 1, Box 1000 Navasota, TX 77868	JORDAN 1992 Hilton Rd. Pampa, TX 79066
EASTHAM P.O. Box 16 Lovelady, TX 75851	RAMSEY I Route 4, Box 1100 Rosharon, TX 77583	LEWIS P.O. Box 9800 Woodville, TX 75990
ELLIS I Route 11 Huntsville, TX 77343	RAMSEY II Route 4, Box 1200 Rosharon, TX 77583	SMITH P.O. Box 187-A Lamesa, TX 79331

ELLIS II Route 6 Huntsville, TX 77340	HUGHES Rt. 2, Box 4400 Gatesville, TX 76597	JESTER III Route 2 Richmond, TX 77469
FERGUSON Route 2, Box 20 Midway, TX 75852	ROACH Rt. 2, Box 500 Childress, TX 79201	STILES Route 4, Box 1500 Beaumont, TX 77705
MICHAEL P.O. Box 4500 Tennessee Colony, TX 75886	MCCONNELL 3001 S. Emily Drive Beeville, TX 78102	FORT STOCKTON 1500 East I-10 Ft. Stockton, TX 79735
DANIEL 938 FM 1673 Snyder, TX 79549	HIGHTOWER Rt. 3, Box 98 Dayton, TX 77535	RETRIEVE Route 5, Box 1500 Angleton, TX 77515
ROBERTSON 12071 FM 3522 Abilene, TX 79601	TORRES P.O. Box 720 Hondo, TX 78861	SKYVIEW Box 999 Rusk, TX 75785
JESTER IV Richmond, TX 77469	MARLIN P.O. Box 5000 Marlin, TX 76661	WALLACE P.O. Box 3000 Colorado City, TX 79512
RAMSEY III Route 4, Box 1300 Rosharon, TX 77583		

The Texas Youth Commission conducted vocational programs for juvenile offenders at the following seven campus sites:

BROWNWOOD STATE SCHOOL P.O. Box 1267 Brownwood, TX 76804	CORSICANA STATE HOME P.O. Box 610 Corsicana, TX 75110	GAINESVILLE STATE SCHOOL P.O. Box 677 Gainesville, TX 76240
CROCKETT STATE SCHOOL P.O. Box 411 Crockett, TX 75835	EVINS REGIONAL JUVENILE CENTER 3801 E. Montecristo Rd. P.O. Box 809 Edinburg, TX 78539	WEST TEXAS CHILDREN'S HOME P.O. Box 415 Pyote, TX 79777
GIDDINGS STATE SCHOOL P.O. Box 600 Giddings, TX 78942		

The Texas Youth Commission provided vocational and applied technology education in the following major program areas: agriculture and agribusiness education, business and office

education, consumer and homemaking education, industrial technology education, occupational home economics education, occupational orientation and prevocational education, and trade and industrial education.

The Texas Department of Criminal Justice - Institutional Division provided vocational and applied technology education in the following major areas: agriculture and agribusiness education, allied health education, business and office education, consumer and homemaking education, marketing education, occupational home economics education, and trade and industrial education.

Funds were also used to provide related instruction, supplementary instruction, and preparatory instruction in apprenticeship training programs. During the program year the Texas Department of Criminal Justice provided instruction for 987 apprentices.

SECTION VII
SPECIAL POPULATIONS
(Title I, Part B, Section 118)

SECONDARY

Through the annual application process, eligible local education agencies (LEAs) may identify and expend funds to provide a special populations coordinator at the campus and/or district level. Eighty special populations coordinators were employed at the local level to ensure that students who are members of special populations were receiving the support and supplementary services necessary for them to acquire the occupational skills needed for entry-level employment and/or further postsecondary training.

Following are some of the major responsibilities and related activities carried out by local special populations coordinators.

- **Preparatory services**, including outreach and recruitment activities at the middle/junior high school; working with school guidance personnel in the career interest and aptitude assessment process; informing parents and community members, in the primary language of their family/community, of the opportunities in career and technology education in their district; information regarding opportunities available; requirements for eligibility, specific courses available; special services available; employment opportunities; and placement in vocational and applied technology education; and supplementary services necessary to students' successful completion of vocational and applied technology education, such as vocational guidance counseling, and career development activities

- **Financial support services**, including child care, transportation, and work study

- **Instructional support activities**, including upgraded curriculum, accelerated instruction, instructional aids, upgraded equipment; support personnel; learning styles assessment and instructional activities, bilingual instruction and instructional materials, and resource learning centers

- **Supplementary support activities**, including curriculum modification, adaptive equipment, assistive technology classroom modification, and supportive personnel

Students with Disabilities

LEAs conducted career interest and aptitude assessment for all students with disabilities who were served through special education, no later than age 14 or the year prior to eligibility to enter a career and technology education course pathway. Students with disabilities were served in the least restrictive environment. Thirty-one approved vocational education for the handicapped

(VEH) courses provided occupational skill development training for those individuals whose degree of disability required a separate course. See Section I, "Performance Standards and Core Measures and Enrollment Charts," for additional information.

Students with Limited English Proficiency

As with students who were academically disadvantaged, students with limited English proficiency were served in the most integrated setting possible. Support services and supplementary services were coordinated with migrant education and accelerated education to provide non-duplicative services to these students, such as aides, tutors, translators, modification of instructional materials, and English as Second Language coordination. See Section I, "Performance Standards and Core Measures and Enrollment Charts," for additional information.

Students Who are Disadvantaged

During the project year the LEAs made strong efforts to meet the needs of students who are economically and educationally disadvantaged. More LEAs provided eligible students work study programs, using Perkins money, than in previous years.

As Texas completed phasing out separate, low-level academic education courses, LEAs were no longer allowed to expend career and technology education funding on those separate courses developed specially for students who were academically disadvantaged. Ninety-five percent of students who are academically disadvantaged were enrolled in the most integrated setting during the program year. Supplemental support services continued to be important for students identified as academically disadvantaged. The integration of academic and career and technology instruction, teaching academics in an applied manner, modification of instruction to meet individual students' needs, and remedial/accelerated instructional materials and other resources were provided by LEAs to assure the success of students identified as disadvantaged who were enrolled in career and technology education. See Section I, "Performance Standards and Core Measures and Enrollment Charts," for additional information.

Comparison of Special Populations Enrollments

Year	Total Enrollment	Disadvantaged (%)	Disabled (%)	LEP (%)
90-91	609,490	316,432 (51.19%)	64,234 (10.54%)	28,587 (4.69)
91-92	534,125	305,227 (57.15%)	58,150 (10.89%)	29,201 (5.47)
92-93	571,012	365,405 (63.99%)	66,729 (11.69%)	31,018 (5.43)
93-94	**486,126**	**315,456 (64.89%)**	**62,142 (12.78%)**	**27,517 (5.66)**

POSTSECONDARY

Carl Perkins funds were used in Texas community and technical colleges for supplemental services and activities to ensure equal access and participation for members of special populations regarding recruitment, enrollment, and placement in vocational/technical programs. Postsecondary institutions are required to have a system for identifying, determining eligibility, documenting, and tracking students who are members of special populations so that appropriate services may be provided for the student and that successful vocational/technical education may occur, including occupationally specific courses of study, cooperative education, apprenticeship programs, and comprehensive career guidance and counseling services.

Guidelines and model programs to enhance the participation of special populations in vocational/technical programs were developed and disseminated through statewide inservice training workshops. These workshops were attended by special populations coordinators, counselors, and disability service coordinators.

Programs included:

- PROFESSIONAL DEVELOPMENT FOR COMMUNITY COLLEGE CAREER COUNSELORS provided training for counselors to develop and implement a comprehensive career development program based on identified career development competencies (using the National Career Development Guidelines), career development needs of special populations and the assessed professional improvements needs of postsecondary career counselors.

- ACCOMMODATIONS FOR LEARNING DISABLED STUDENTS IN THE ERA OF ADA: A training program developed a model initiative that includes the development of a training manual and regional workshops to train counselors and staff working with students with learning disabilities. A manual was developed that included guidelines and regulations of the Americans With Disabilities Act (ADA), model programs, and classroom activities. This manual was developed with the assistance of students with learning disabilities and education and business professionals.

- PERSONNEL DEVELOPMENT FOR STAFF DELIVERING SERVICES TO STUDENTS WITH DISABILITIES developed and conducted workshops to train special populations coordinators, counselors, faculty, and staff to provide better delivery of services to students with disabilities. This project developed a workshop curriculum designed to increase knowledge and provide information to ensure that students with disabilities enrolled or seeking to enroll in technical education programs were provided adequate support services and job skills training.

- IMPROVEMENT OF SPECIAL POPULATIONS COORDINATORS was designed to professionally prepare and improve skills of individuals who were responsible for ensuring that members of special populations were provided access to occupational preparation

programs, adequate services, and job skills training. The project developed competency-based workshop materials that could be used by special populations coordinators and their staffs.

Following are specific methods that some colleges used to enhance the participation of members of special populations in vocational/technical programs.

Programs for Students Who are Disabled

- Project FULLSTREAM focuses on including 18- to 21-year-old students with disabilities on the community college campus. Rather than continuing to be present on a high school campus or immediately thrust into the world of employment, the students involved in this project have the opportunity to expand their horizons in an age-appropriate environment. The project focuses on improvement of basic academic skills, acquisition of problem-solving skills, enhanced self esteem, exploration of recreational and academic activities on the college campus, career development and targeted employment, and establishment of a viable friendship network within the college setting.

- LIFE SKILLS PROGRAM FOR STUDENTS WITH DISABILITIES is a program offered on many campuses that provides educational opportunities in math, reading, English, and government for students who are developmentally disabled, learning disabled or mentally challenged. They are prepared for job placement and independent living with seminars on self-esteem, assertiveness, study skills, decision making, health, and job readiness.

- SERVICES FOR STUDENTS WITH LEARNING AND PHYSICAL DISABILITIES is a program that provides accommodations for learning and/or physical disabilities. Many institutions of higher education have experienced an increase in enrollment of students with learning disabilities. Accommodations may include a variety of options including note takers, tape recorders, extended time for test taking, adaptive equipment, college preparatory classes, counseling, and referral to outside agencies.

- The OFFICE OCCUPATIONS program offers business skills training to students with developmental disabilities that leads to certification as an office assistant. The mentoring component is provided by members of the Phi Theta Kappa honor society.

- SUPPORTED EDUCATION FOR STUDENTS WITH PSYCHIATRIC DISABILITIES is a program to assist students with psychiatric disabilities to become community service workers for such agencies as Texas Mental Health and Mental Retardation. They can work in respite homes or in individual homes of those who are in psychiatric crisis.

- TRANSITION AND CASE MANAGEMENT FOR STUDENTS WITH AUTISM AND/OR LIMITED SPEECH assists students with the diagnosis of autism, pervasive developmental disabilities and/or limited speech or no speech to succeed at the college level using facilitated

communication. Program staff works with special education departments of local high schools and other agencies to help students move, adjust, and fit into a new academic or vocational training environment.

- PROJECT SOAR is a community leadership council made up of administrators from more than a dozen major social service agencies which provide direction leading to the inclusion of students with disabilities in a college setting. The council provides awareness training, referral coordination, and direct student assistance. They have participated in student transfer activities and service fairs for the region.

- PROJECT ABLE assists disabled students in the transition from school to work. Without the supplemental services provided, many students would not be able to attend college. Those who did attend college might not be able to complete their course requirements.

- DEAF STUDENT SERVICES provide sign language or oral interpreting, note taking, counseling, tutoring, and special credit and non-credit classes for deaf and hard-of-hearing students. Services are available for all classes, meetings, extracurricular activities, and emergencies. After initial accommodations are made, the student counselor will track the student to verify that the accommodations are adequate. As a student's needs may change, so may the accommodations. The guidance department works closely with each student's advisors and instructors to ensure that all persons involved in the student's training are aware of his or her unique circumstances and how they can best enable the student to succeed in his or her educational pursuits.

Texas community and technical colleges complied with the Americans with Disabilities Act by providing various activities and accommodations. They recruit disabled students by attending college nights at all of the local school districts, attending Admission, Review, and Dismissal (ARD) committee meetings for special education students, sending guest speakers to special education classrooms, and consulting with local school districts on preparing learning disabled students to go to college. They also worked closely with the Texas Rehabilitation Commission, the Texas Commission for the Blind, the Texas Commission for the Deaf, and local school districts, offering summer camps for learning disabled high school students, providing special recruiters/counselors for students with disabilities, and providing brochures listing available services and application procedures. They also provided a life skills workshops, textbooks, interpreters, personal care attendants, dependent care, curriculum modification, tutoring, mentoring, instructor consultation, note takers, and other accommodations as required for each students with a disability to succeed.

Programs for Students Who are Limited English Proficient (LEP)

Texas community and technical colleges offer English as a second language (ESL) courses either as part of their own course offerings or through the many community service organizations throughout the state. Activities include bilingual counselors, community outreach, brochures on supplemental/financial aid, workshops outlining strategies for success, career development, job placement, tutors and mentoring, LEP advisory boards, bilingual materials and brochures, supplementary instructional assistance, social and personal counseling, advisement and test interpretation, peer tutoring, textbook loans, bilingual workbooks and tapes, and campus clubs for those students whose native language is other than English. Sometimes the course is taught bilingually.

- The LEVI STRAUSS PROJECT is a program in conjunction with a local college that enhances access for LEP students by recruiting students through outreach centers in two areas where many LEP students live. In partnership with Levi Strauss and the local secondary school, the postsecondary institution provided basic skills and ESL instruction in the community. Upon entry into a vocational program, LEP students receive specialized academic counseling to place them in ESL instruction in speaking/listening and writing through structured classes and/or individualized instruction in reading, grammar and spelling through a computer-based learning center. Professional and peer tutoring were provided to LEP students on demand.

- ENGLISH FOR SPECIAL PURPOSES (ESP) is an interdisciplinary approach where ESP courses have been developed by the computer information systems faculty and the ESL faculty. These ESP courses incorporate computer terminology in reading and speech and are taken in conjunction with the "Introduction to Computers" and "Applications or the Word/Information Processing I" courses.

Programs for Students Who are Economically or Educationally Disadvantaged

Diagnostic tests identify students who are weak in basic skill areas necessary for success in vocational coursework. Developmental instruction is provided to academically disadvantaged vocational students in reading, mathematics, and English through traditional structured classes and a computer-based learning center. The individualized, flexible learning center instruction is beneficial to students taking vocational courses at non-traditional hours. In addition, study skills enhancement is provided through traditional coursework, noon-hour "Lunch and Learn" seminars, professional tutors who work one-on-one with students, and reinforced learning through referrals to videotapes and computer software. Peer tutors provide support to students in developmental and vocational classes.

- TURNING POINT is a project that provided vocational/technical training to disadvantaged students through a flexible-entry program allowing the student to register and begin a program on the first and third Monday of each month. The needs of the students were met

through linkages with state and federal agencies. The linkages also helped determine the efficiency of the referral, screening, intake, and assessment process. Interest testing, counseling, and placement were provided to the disadvantaged student through the counseling department. Remediation and tutoring services were provided in an effort to help the student strengthen basic skills. The Job Training Partnership Act (JTPA) and the Texas Rehabilitation Commission (TRC) require clients to attend the personal development and career awareness program.

Academically and/or economically disadvantaged students face more difficulties than other students. These obstacles can make completing vocational education nearly insurmountable. Supplemental services help disadvantaged students navigate the complicated processes for enrolling in college, acquiring financial assistance, and succeeding in developmental and vocational coursework. Funds provided through the Carl Perkins grant program to qualified students for reimbursement of child care and transportation expenses have enabled the students to continue with their course work. Colleges provide special assistance with financial aid applications (including Pell grant applications), and personal counseling. Colleges also help with child care application procedures and child care funding; administer interest, ability, and career tests; and provide developmental/remedial courses, orientation programs, and retention programs to ensure that students complete their courses of study.

SECTION VIIIa
STATE LEADERSHIP AND PROFESSIONAL DEVELOPMENT FOR SECONDARY AGRICULTURAL SCIENCE AND TECHNOLOGY

Professional Development Projects

SECONDARY AGRICULTURAL SCIENCE TEACHER CERTIFICATION WORKSHOP IN HORTICULTURE, Sam Houston State University

- Twenty teachers participated in an intensive horticulture-related workshop.
- Presenters were drawn from practicing teachers, business and industry, and higher education.
- Strategies for dealing with integration, members of special populations, and students in at-risk situations were discussed.

TARGETED INSERVICE TRAINING AND ASSISTANCE FOR SECONDARY AGRICULTURAL SCIENCE PROGRAMS, Texas Tech University

- Teachers were trained in biotechnology. Three one-day workshops on biotechnology were held for agricultural science teachers. Hands-on activities and skills standards information were covered.
- Teacher educators received travel assistance with inservice training opportunities.

SPECIALIZED WORKSHOPS ON AGRICULTURAL SCIENCE AND TECHNOLOGY CURRICULUM FOR SECONDARY AGRICULTURAL SCIENCE TEACHERS (Southeast part of Texas), Texas A&M University

- Inservice training was provided for teachers in the field of aquaculture. A one-week workshop for entry-level teachers and a three-day workshop for practicing teachers was conducted. Integration and all aspects of the related industries were covered topics.
- Teacher inservice was provided in the areas of distance learning and technology utilization. Teachers received information regarding the use of modems, fax modems, communications software, INTERNET, TENET, E-Mail, and other computer applications.
- Workshops were conducted in the areas of agricultural resources management and cooperative part-time training. Business and industry personnel were utilized as well as practicing teachers.

SPECIALIZED WORKSHOPS ON AGRICULTURAL SCIENCE AND TECHNOLOGY CURRICULUM FOR SECONDARY AGRICULTURAL SCIENCE AND TECHNOLOGY TEACHERS (Northwest part of Texas), Texas Tech University

- Teacher inservice training opportunities were provided in range management education.
- Teacher training was provided in the integration of academic and career and technology education.
- Models for improving student performance were provided.
- Materials and training were provided in the area of food science and safety.

Curriculum Development Projects

INSTRUCTIONAL MATERIALS FOR AGRICULTURAL EDUCATION, Texas A&M University

Curriculum guides and student materials were developed this year for courses in agricultural electronics, environmental technology, forestry and wood technology, and a cooperative course of study for training as a veterinary assistant. Each teacher receives a complimentary copy of the materials.

To date, 38 other states have adopted all or part of the agricultural science curriculum developed through the program. Most recently, the state of Mississippi has expressed interest in adopting our curriculum as they undertake educational reform.

Materials in aquaculture, biotechnology, student safety, and other areas were updated.

Program Growth and Expansion

YEAR	ENROLLMENT	MEMBERSHIP	# TEACHERS	# CAMPUSES
1993 - 94	82,538	59,229	1,450	1,005
1992 - 93	86,967	55,539	1,436	995
1991 - 92	83,093	54,116	1,414	988

Student Organization

The Texas Future Farmers of America Association (FFA) awarded 1,195 Lone Star FFA Degrees, the highest award a state association can bestow, at the annual convention in July 1994.

This number is up from 1,077 the previous year. Seventy-eight Texas students received the American FFA Degree at the national FFA convention in November 1994, up from 53 in 1993. Interest in Alumni and Young Farmer programs continues to be strong, with over 1,000 members in each of these areas of adult/community education and involvement.

Success Stories

- Students at Ysleta High School in El Paso are heavily involved in a multi-year community service effort. For four consecutive years, the Ysleta FFA chapter has been a national finalist in the Building Our American Communities program through the National FFA Association. In 1991, Luis Chavez was the national winner of the Achievement in Volunteerism (AIV) award; in 1992, Ysleta High School was the national winner. They were finalists again in 1994, with student Tania Vasquez being a national AIV finalist as well. These students in the lower Rio Grande Valley have sponsored AIDS awareness programs, gang awareness and intervention programs, rabies awareness and vaccination programs, and toxic waste issue awareness seminars. Students are involved in water quality testing, and work in programs trying to improve the quality of life in the "colonias." Ysleta students "practice what they preach" in water conservation, and have xeriscaped their school project center. Students also work closely with the adult education portion of agricultural education, the Ysleta Young Farmer chapter. Members have conducted interstate exchange programs with students as faraway Denmark, Wisconsin. The student enrollment in agricultural science and technology at Ysleta High School is 99 percent Hispanic.

- In the summer of 1993, a series of inservice training sessions were offered to develop interest in biotechnology and its application to agricultural science and technology. Interest in this emerging field and other high-skills, high-wage opportunities drew the attention of the agricultural science teachers and school administrators at Lexington, a small rural school 60 miles from Austin. The district also has a strong commitment to a Tech-Prep consortium, its Quality Workforce Planning region, and its restructuring/refocusing efforts through the Southern Regional Education Board (SREB) project. The district also offers the course "Principles of Technology" and several other "real-life" applications courses. Lexington has become a pilot site/model school for "Biotechnology in Agriculture." Students built a biotech classroom in the existing building, and the district equipped the classroom with state-of-the art equipment. They were the first to offer an experimental course in biotechnology, and have hosted three workshops in biotechnology for academic and career and technology teachers in the surrounding area. As a result of this effort, other districts have developed an interest in biotechnology courses and integration efforts. Transferable laboratory skills will be valuable to current students and completers. Funds from the Targeted Inservice Training in Agricultural Science project were used on these activities. Elgin, a school district near Lexington, offers a college-level animal science course through a cooperative arrangement between Texas A&M University and the University of Kentucky. Starting with an initial interest in biotechnology, Elgin has developed an experimental course in animal biomedical

science, and is developing a year-long biotechnology course to target students for employment with regionally important research firms.

- Interest in aquaculture continues to grow. An additional 10 teachers received endorsements to teach experimental courses in aquaculture at the Palacios model site. Teacher interest inspired an aquaculture workshop for current practitioners in the summer of 1994, and another is planned for the summer of 1995. Aquaculture is offered in agricultural science programs ranging from the South Plains to the Red River to Southeast Texas to the upper Rio Grande Valley. Academic and agricultural science teachers team teach to enhance science and mathematics skills through the aquaculture efforts. Funds from the Targeted Inservice Training Request for Application were utilized in this effort.

SECTION VIIIb
STATE LEADERSHIP AND PROFESSIONAL DEVELOPMENT FOR SECONDARY BUSINESS EDUCATION

The program year 1994 saw major changes in Texas curriculum with the merger of the Office Education (OE) and Business Education (BE) programs. The program area's new name is Business Education. With the addition of 15 business education courses, BE provides a broad-based selection of courses from introductory or foundation to technical and occupational specific. BE curriculum includes two courses at the middle school level and one economics course, which is required for graduation. Four courses in BE were deleted because OE had courses with identical names and content. Prior to the merger, OE offered 11 courses with five specialty and four experimental courses available. The courses provide knowledge and skills for business and office careers that lead to secondary education job specific courses, postsecondary programs, and/or higher education.

Professional Development Projects

Teacher preparation and inservice are the focus of activities designed to improve instruction through updating and expanding knowledge, skills, and teaching methodology. Certification programs and conference agendas were developed and based on the following criteria:

- Mandates and directives from State Board of Education, Carl D. Perkins Act, tri-agency consortium of Texas Council on Workforce and Economic Competitiveness (TCWEC), and the State Plan
- Input from teachers, teacher educators, school administrators, and Texas Education Agency staff
- Current labor market information
- Directions from other Texas Education Agency divisions, i.e. special education, textbooks, and certification

The following OE projects were funded from July 1, 1993 to June 30, 1994, and were helpful in fulfilling the above-named initiatives:

SECONDARY OFFICE EDUCATION TEACHER PREPARATION, Southwest Texas State University

SECONDARY OFFICE EDUCATION TEACHER PREPARATION, University of Texas at Tyler

SECONDARY OFFICE EDUCATION TEACHER PREPARATION, University of Houston.

The following objectives were achieved by the funded projects for teacher preparation:

- Updated instructional content of teacher certification courses
- Assistance in youth leadership activities
- Assistance for teachers in developing youth leadership activities
- Assistance in understanding integration of academics and infusion of the Secretary's Commission for Achieving Necessary Skills (SCANS) competencies
- Assistance in understanding core standards and measures of performance and the state's academic excellence indicator system
- Assistance in understanding quality workforce planning and using labor market information
- Experience in using curriculum that addresses industry standards and incorporates SCANS competencies
- Assistance in understanding of barriers to educational equity

SECONDARY OFFICE EDUCATION TEACHER IMPROVEMENT CONFERENCE, University of Texas at Austin

The four and one-half day teacher improvement conference, which was attended by 2,143 teachers (including 800 new teachers), accomplished many of the same objectives as those listed for teacher preparation, in addition to the following objectives:

- Teaching techniques and strategies for special population students, including methods of integrating academic and career technical education
- Understanding and implementation of Tech-Prep
- Understanding the latest technology and curriculum developments in business/office courses
- Providing opportunities for meeting certification assignment criteria
- Instruction in hands-on computer classes

Curriculum Development Project

One funded project for curriculum and instructional material development was awarded to The University of Texas at Austin. The following objectives were achieved by this project:

- Developed activities and assessment materials for a business computer applications course
- Trained a core group of teachers in student-centered teaching methodologies
- Revised and redirected activities and assessment materials to reflect student-centeredness
- Developed an inservice model on new methodology
- Provided additional review of business performance standards and SCANS specifications from 1992-93 by conference attendees
- Validated previous review with business and industry

- Prepared and disseminated 3,000 copies of newsletters (2 issues)

The following curriculum products were produced and disseminated:

- *Office Edge* newsletter (fall and spring editions)
- *Student-Directed Activities for Business Computer Applications*
- *DOS Competencies*

Student Organizations

Due to the merger of OE and BE, the business program now has two youth organizations: Business Professionals of America (15,000 members) and Future Business Leaders of America (3,000 members). Members develop leadership skills in such areas as public speaking, parliamentary law, public relations, etc. In addition, students have the opportunity to participate in local, district, state, and national competitions in occupational and computer-related events.

Success Stories

- E.C. is an 18-year-old senior in the office administrative systems cooperative program. As a junior during the lab class last year, she had considerable learning problems. Her coordinator provided individualized tutoring to improve her skills and ultimately helped her find a position as a secretary in a local university dean's office. This year she served as an officer in her local chapter of Business Professionals of America.

- B.M., a sophomore, dropped out of high school after learning she was pregnant. She married and began establishing a home. After much encouragement from her family, she came back to school. She entered the business information processing cooperative class and started to work at an insurance agency. The school is on block schedule and she makes arrangements to be at school by 7:00 a.m. for a zero-hour class. She is very cooperative, works hard and gives that little extra when needed. Taking care of a family, home, school, and a job, B.M. has managed to graduate with her class.

- C.D., a home-bound student in the vocational education for the handicapped (VEH) program and in the last stages of multiple sclerosis, was issued a computer and a modem from the school. With only the use of his fingers, he learned to use computer software packages through a microcomputer applications class. Using the modem and a bulletin board on the computer, he was able to meet people and make several new friends. He made a scrapbook on the computer and won fourth place at the national competition for Business Professionals of America and was also runner-up for the State Vocational Handicapped Student of the Year award.

- The microcomputer applications program at R. High School started with 10 students about five years ago and has grown to 52 students this year. With strong recruitment, improved rapport with the counselors, and good introductory computer software, the program will continue to grow. The students learn WordPerfect, Lotus, and MS DOS and understand that they can be productive on a job with the skills they learn. An engaged senior girl, who wanted only to graduate and marry, entered Tech-Prep, articulated with Tarrant County Northeast College and finished with an associate's degree after high school. She now has a full-time job, is married and has a home.

- Last year, C. High School had a business education enrollment of 700 students. This school year, the school began block scheduling, and the enrollment increased to 1,570 students. The students are learning introductory computer skills for the workforce. Some students who continued to college are peer tutoring for the computer classes in which they are enrolled.

SECTION VIIIc
STATE LEADERSHIP AND PROFESSIONAL DEVELOPMENT FOR SECONDARY CAREER GUIDANCE AND COUNSELING

Career development is the broader process by which an individual develops and refines self and career identity, explores career options, and makes decisions. Career guidance and counseling programs foster career development. These programs are provided to students beginning in grade seven, and continue through grade 12. "Career Investigation" is a career development instructional program offered as an elective in grades seven through nine. Career guidance is designed to help individuals manage their career development pathways, and occurs at all educational levels, with emphasis on grades nine through 12. Career placement coordinators also provide services to support students' transition from school to work and/or to additional career preparation and training.

Carl Perkins Title II funds underwrite professional development activities that enable Texas educators to provide the support that students need to make the transition from the classroom to the workplace. Career guidance and counseling professional development activities funded with Carl Perkins monies are described below.

Professional Development

STAFF DEVELOPMENT ACTIVITIES FOR CAREER GUIDANCE PROGRAMS AND VOCATIONAL ADMINISTRATORS

- 550 vocational administrators participated in a statewide conference.
- 450 career guidance personnel were provided opportunities at the statewide conference to improve their career guidance and counseling and/or teaching strategies for meeting the career development needs of all students.
- 700 vocational administrators/supervisors and career counselors attended a mid-winter conference.
- 10 "Regional Counselor Institutes" were conducted with 2,100 career counselors participating. The institutes focused on the development and implementation of career pathways, including the identification and development of coherent sequences of courses and the inclusion of career pathways into Texas' rigorous recommended high school program.

VOCATIONAL GUIDANCE AND COUNSELING CERTIFICATION FOR CAREER GUIDANCE PROGRAMS PERSONNEL IN THE GREATER CENTRAL TEXAS AREA

- This project provided the required certification courses, along with technical assistance, to individuals in the greater central Texas area seeking vocational/career guidance and counseling certification.

VOCATIONAL GUIDANCE AND COUNSELING CERTIFICATION FOR CAREER GUIDANCE PROGRAMS PERSONNEL IN THE GREATER NORTHEAST TEXAS AREA

- This project provided the required certification courses, along with technical assistance, to individuals in greater northeast Texas seeking vocational/career guidance and counseling certification.

Additional information about guidance and counseling activities in Texas schools is found in Section XIII, "Career Guidance and Counseling."

SECTION VIIId
STATE LEADERSHIP AND PROFESSIONAL DEVELOPMENT FOR SECONDARY HEALTH SCIENCE TECHNOLOGY EDUCATION

The primary goals of the Health Science Technology Education (HSTE) programs are to meet the educational needs of each participating student and meet the needs of industry by developing capable persons who desire to become health professionals. HSTE programs increased from 230 to 269 in the 1993-94 school year.

Professional Development Projects

- New innovations in the classroom were provided through presentations at the annual SUMMER PROFESSIONAL DEVELOPMENT CONFERENCE. Approximately 200 teachers from across the state attended. Participants from workforce planning offered labor market information. Issues and concerns regarding growth and improvements needed in health careers programs in Texas were identified. Recommendations were offered by both presenters and teachers that will help guide the work of HSTE over the next several years.

- REGIONAL PROFESSIONAL IMPROVEMENT CONFERENCES were held in October and November for HSTE teachers that expanded awareness of sensitive areas. Participants worked in small groups to discuss social issues, students with special needs, AIDS, and homosexuality.

- A mentor partnership was established between new and experienced HSTE teachers in order to assist the new faculty in strengthening classroom competencies. The project began in the 1990-91 school year and terminated in 1994. Approximately 65 new teachers participated in the mentorship. Carl Perkins funds were utilized to pay mentors for services rendered.

- A second partnership was established with East Texas State University in the form of a one-week seminar to orient new HSTE teachers. Topics based on the needs of secondary students included teaching students from special populations, how to write lesson plans, using computers and new technology in the classroom, and how to construct tests and evaluations.

Curriculum Development Projects

Health Science Technology Education programs in Texas do not have state-adopted textbooks. Curriculum projects are offered to private and public institutions through request for proposals (RFP) applications. The curriculum development project for 1993-94 was awarded to The University of Texas at Austin to develop and integrate academic skills into the existing

curriculum. Additional activities included strategies to meet the needs of students who are members of special populations. The Teacher Educator project assisted the new teachers in implementing programs by identifying resources such as industry personnel, appropriate texts, and sites for field trips and other off-campus experiences. The project also identified appropriate facilities, guest speakers, and a variety of services to enhance learning in the classroom.

These curriculum products were produced for fiscal year 1994, and distributed to every HSTE teacher in the state:

- *How To Survive Your First Year: A Handbook for New Teachers in Health Science Technology Education*
- *Handbook for Teachers of Health Science Technology Education*
- *Health Science Technology: A Working Model*

Student Organization

The student leadership program designated for HSTE is Health Occupation Students of America (HOSA). HOSA was co-sponsored by an affiliate of the Texas Hospital Association until 1994. The state organization of 6,970 members (currently the largest in the nation), is served by six state officers.

Three regional conferences were held for participants throughout the state. Advisors met during the annual professional improvement conference, where plans were made to host area conferences. A summer leadership conference was held at The University of Texas at Austin to orient teachers and HOSA student officers in the activities and management of HOSA. A third conference was held in the fall of 1993 for new and returning HOSA state advisors.

Success Story

Students from eight Austin, Texas high schools who are interested in medical careers participate in the Austin High School Health Occupation Students of America program. The nine-month program, which fulfills two high school electives, allows students to observe and assist physicians, surgeons, nurses, physical therapists, and other health care professionals at Brackenridge and Children's Hospital of Austin. Students graduating from the 8-year-old program have become medical students, nurses, optometry students, pharmacists, and pharmacy technicians.

After spending two-hour sessions in classrooms on Monday and Tuesday, students move to the hospital setting Wednesday through Friday. Students rotate between the emergency center, pediatric intensive care, cardiac intensive care, neonatal intensive care, and maternity units. The students are active in volunteer work for the hospital, having sponsored a blood drive, a Christmas auction, and various fund raising events.

SECTION VIIIe
STATE LEADERSHIP AND PROFESSIONAL DEVELOPMENT FOR SECONDARY HOME ECONOMICS EDUCATION

In 1993-94, Texas had approximately 836 local education agencies, and 2,081 campuses offering home economics education programs. Students numbered 158,854 in Consumer and Homemaking Education (CHE) and 19,474 in Occupational Home Economics Education (OHE). The central focus for the home economics instructional program is the preparation for family life education, occupational attainment, and managing multiple roles. The content areas prepare students for skill attainment in child development and care, management, consumerism, elder care, health and safety, food and nutrition, apparel and textiles, housing and interior design, and family life. Exemplary programs are described in Section IX of this document.

The education and training follows an "all industry" philosophy and incorporates the occupational applications of academic skills. Development of SCANS (Secretary's Commission on Achieving Necessary Skills) skills and competencies is a primary focus.

Great efforts are being made in the development and implementation of Tech-Prep program activities within the areas of child development professions, food service, and hospitality services. The areas of child development professions and hospitality services are being linked between the secondary, postsecondary, and the four-year institutions.

See Section IX ("Consumer and Homemaking Education") for additional state leadership activities.

Professional Development Project

A project entitled Professional Development Conferences for Home Economics Teachers was funded to provide inservice training focusing on implementation of new initiatives as well as instructional improvement through updating and expanding subject matter knowledge and teaching methodology. One statewide and six regional professional improvement conferences were conducted by home economics education state administration. The objectives for personnel development were:

- To provide information on the initiates reflected in the *Master Plan for Career and Technical Education* for local implementation;

- To provide new and innovative ways of accomplishing the integration of academic education and home economics education;

- To foster effective methods of providing a seamless education for all learners;
- To provide an educational process for high skills for high wages for all learners;
- To provide leadership in effective teaching strategies;
- To provide knowledge and skills for success for the real-world demands of employment and family life; and
- To foster behavior and practices which reflect respect for oneself, others, and those yet to come.

The approximately 1,950 participants attending the four-day statewide professional improvement conference had the opportunity for training in the subject areas of parenting, family life, child development and care, food and nutrition, clothing and textiles, consumer education, individual/family health, housing, and management. Special emphasis was given to topics relating to societal issues, youth leadership, home economics occupations, management, the home, employability skills, trends in business and industry, the impact of technology on home economics careers, and of meeting the needs of all students, especially those who are members of special populations. Sessions dealt with skills for making improvements in managing the dual role of homemaker/wage earner, school-age parenting skills, nutrition, life skills, higher-order thinking skills, cooperative learning, self esteem, money management, family functioning, communication skills, managing and utilizing technology, business etiquette, sexual harassment, handling change, and promoting excellence. The training should result in advancements in students' personal, family, and occupational functioning.

A varied approach was taken to increase teacher professional competence and performance. Topics addressed included effective program public relations, utilizing writing activities in home economics instruction, dealing with issues related to gangs, instructional utilization of computer technology, curriculum/resource materials for teaching about families with special health needs, utilizing cooperative learning in instruction, accommodating student temperaments and learning styles, enriching food science and food service training through the infusion of high-level science concepts, professionalism, instructional content and approaches appropriate for students who are members of special populations, attitudes and behaviors contributing to success in teaching, and strategies for maximizing the educational environment. All content focused on equipping teachers to better train students for current and future challenges. The conference provided extended sessions addressing unique needs of new teachers and those returning to teaching following an absence. There were also sessions on changes, handling the challenges of change, and promoting higher standards of excellence. In addition, extended sessions were made available for school personnel according to their teaching assignment and method of instruction. These sessions concentrated on content, processes for positive change transformation, successful teaching strategies, and resources.

Through the six regional conferences, approximately 1,200 participants were able to build upon the foundation laid during the state conference. Conference content focused on designing and implementing training programs preparing students to meet real-world expectations, teaching life-long financial planning skills, and helping students to develop effective conflict resolution and cooperation skills. Also, conference content included assistance in program planning for the integration of academic skills for effective performance in home economics careers and the occupation of homemaking. Sessions contained information reflecting up-to-date knowledge and contemporary practices in the subject areas. Emphasis was given to program planning, curriculum development, and instructional resource selection promoting competence in the skills necessary for successful employment as emphasized in the report by the Secretary's Commission on Achieving Necessary Skills (SCANS).

Curriculum Development Project

One curriculum development project was conducted for home economics education by staff of Texas Tech University in Lubbock. The overall purpose of the project was to develop a seamless education arrangement which would provide students options for different career pathways (without duplication of curricula) leading to further education at a higher level and/or employment. The curriculum developed focuses on all aspects of hospitality services as well as the management of multiple life roles. The project was designed to build upon existing curriculum materials and linkages in order to avoid duplication of effort and maximize output. Integration of academic and career and technology education were accomplished through development of the curriculum supplements for six home economics courses and through incorporation of academic principles in all project products.

Products of the project were:

- *Hospitality Services Curriculum Guide*
- *Hospitality Services Student Activity Book*
- A recommended coherent sequence of courses related to hospitality services
- A recommended career pathway in hospitality services which will promote high skills for high wages
- Curriculum guide supplements for integrating mathematics, science, language arts, and social studies principles in the following courses:
  - Management
  - Consumer and family economics
  - Food science and nutrition
  - Advanced food science and nutrition
  - Food production, management, and services
  - Hospitality services

Student Organization

See Section IX ("Consumer and Homemaking Education") for student organization activities.

Exemplary Project

A project entitled "Assessment of the SCANS (Secretary's Commission on Achieving Necessary Skills)" was funded to provide research and validation for training in horticulture and early childhood professions. The expected result of the project is to develop an evaluation model that can be used in any occupational area for the assessment of the SCANS competencies. Within the first year of funding horticulture and child development and care competencies were re-validated by the industries and the competencies involved in SCANS were incorporated within the two areas. In the 1994-95 fiscal year the project will finalize the model through field testing within training programs, and consider funding plans for personnel development on the model assessment for the 1995-96 school year.

SECTION VIIIf
STATE LEADERSHIP AND PROFESSIONAL DEVELOPMENT FOR SECONDARY INDUSTRIAL TECHNOLOGY

The industrial technology program examines the evolution, application and significance of modern technology and its relationship to American industry, including organization, personnel, systems, techniques, resources, and products. The program also supplies a general overview of the impact of technology on American society and culture.

Professional Development Projects

PROFESSIONAL IMPROVEMENT CONFERENCE FOR INDUSTRIAL TECHNOLOGY EDUCATION TEACHERS, The University of Texas at Austin

The funded project provided a statewide summer professional improvement conference for the training or retraining of 1,472 teachers and to promote excellence and equity in all courses consistent with the Perkins Act of 1990 and Texas' *Master Plan for Career and Technical Education*. Specific objectives included competencies needed to keep classroom activities current with new technologies; to provide information on the integration of academic curriculum into the industrial technology curriculum; and to provide information on instructional approaches for special population students and develop SCANS competencies. Implementation models were presented to teachers to promote Tech-Prep initiatives, quality work force planning, and economic development.

SECONDARY INDUSTRIAL TEACHER CERTIFICATION ACTIVITIES, The University of North Texas

The funded project was used to develop an organized plan for the certification of teachers to teach "Principles of Technology I and II" and to provide hands-on, technical workshops in new and emerging technologies for industrial technology education teachers in Texas.

Curriculum Development Project

The industrial technology education area at the Texas Education Agency awarded grants totaling $147,952 to provide comprehensive guides and/or instructional materials as required by the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 and the *Master Plan for Career and Technical Education*.

Project objectives were to develop and disseminate comprehensive curriculum guides that include SCANS competencies; recommend coherent sequences of courses; implement a system

to place desired student results at appropriate levels in the curriculum structure; and to conduct state/regional industrial technology professional improvement conferences and workshops where the new curricula would be disseminated to all practicing industrial technology teachers.

Student Organization

Opportunities to develop and apply leadership, social, civic, and technologically related skills are provided through the Technology Student Association. The student organization assists students in the achievement of technologically related competencies, which are an integral part of the instructional program.

Success Story

L. M., a senior, has been enrolled in industrial technology classes, including "Production Systems," "Construction Systems," and "Research and Development," throughout his four years at Marcus High School. A student aide in "Production Systems," he is also a cross country track star and community volunteer. A championship defender in the district 800 and 1600 meter track events, he has been president of the Industrial Club and is an Odyssey of the Mind competitor. His career path is to become an electrical engineer.

SECTION VIIIg
STATE LEADERSHIP AND PROFESSIONAL DEVELOPMENT FOR SECONDARY MARKETING EDUCATION

Texas had approximately 570 secondary marketing education programs in operation in over 500 independent school districts during the 1993-94 school year. Some 24,803 students were enrolled in marketing education courses where they received preparation for initial employment and advancement in marketing, merchandising, and management. The instructional program included subject matter and learning experiences related to the performance of activities that direct the flow of goods and services from the producer to the consumer.

Emphasis in marketing courses was on the development of attitudes, skills, and knowledge relating to marketing, merchandising, managing, and owning a business. Individuals are prepared to perform one or more marketing functions, such as selling, buying, pricing, promoting, financing, transporting, storing, marketing research, and marketing management.

Instruction included varying emphasis on technical knowledge of product and services marketed. Through reading, writing, computing, problem-solving, and planning, students applied basic academic competencies in all marketing courses. In addition, students were given the opportunity to participate in leadership and career development activities through their involvement in Distributive Education Clubs of America (DECA), a vocational student organization for marketing education students.

Professional Development Project

A project entitled Secondary Marketing Education Summer Professional Improvement Conference provided inservice training for Texas marketing education teachers. The purpose of the training was to keep marketing teachers updated with current information and skills needed to conduct quality instructional programs.

Objectives of the project were met by providing instruction in the following priority areas:

- Techniques for integrating academic and technical education
- Methods of utilizing newly developed curriculum materials which incorporate the teaching of SCANS competencies
- Strategies for planning and implementing Tech-Prep in marketing
- Techniques for utilizing available resources to secure labor market information on priority occupations
- Information concerning all aspects of industry

- Strategies for serving students who are members of special populations

The conference was attended by 450 secondary-level marketing education teachers. The theme for the conference was "Total Quality in Marketing." Conference evaluations indicate that 96 percent of those in attendance felt the conference provided training which will assist them in improving the quality of their marketing education program. Other significant data included the fact that 23 percent of those in attendance indicated the conference was the "best they have attended," while 49 percent indicated it was in the "top 25 percent" of conferences they have attended.

One teacher education project entitled Secondary Marketing Education Teacher Education (Central) was conducted through Southwest Texas State University in San Marcos.

Evaluations conducted at the conclusion of the courses produced the following comments from those enrolled: "I found the course challenging and stimulating." "My interest in the subject has increased as a consequence of this course." "I have learned and understood the subject materials in this course."

Curriculum Development Project

One marketing education curriculum development project was conducted by staff of The University of Texas at Austin. The curriculum writer and coordinator for the project was Suzanne Faught, Curriculum Specialist for Marketing Education.

Products produced through the project include the following technical-related, independent study materials for marketing education students:

Marketing in the Drugstore, a student manual
Marketing in the Drugstore, an answer book/teacher's guide
Marketing in Financial Institutions, a student manual
Marketing in Financial Institutions, an answer book
Petroleum, Convenience, and Automotive Marketing, a student manual
Petroleum, Convenience, and Automotive Marketing, an answer book/teacher's guide
TPLANSYS -- a software program for student training plan development
Marketing Internships: A Planning and Implementation Guide
The Marketing Advantage, a semi-annual newsletter

In addition to the previously mentioned documents, the project also produced task analyses for the following occupational areas: general merchandise retailing, food service management, and business and personal services marketing.

Student Organization

The Distributive Education Clubs of America (DECA), Texas Association had 12,309 members during the 1993-94 school year. These students participated in youth leadership development conferences, career development conferences, curricular-related competitive events, and chapter civic projects. Of the total membership, 230 students earned the right to compete at the National DECA Career Development Conference in Detroit, Michigan. Thirty-three of the national qualifiers received recognition on stage during the national conference.

Success Stories

- H.N. is the only son of Vietnamese parents who immigrated to the United States when he was four. His parents, who speak no English, work two jobs to support the family and depend on him to translate for them. Before he entered the marketing education program at Palo Duro High School, he had not been involved in any activities outside of school and had never worked outside his family's business. Since becoming a Marketing Education student, he has been an active representative in the community. He served as the district vice president and chaired the committee for his chapter's public relations project that advanced to the national level of competition. His most notable achievement was running for state office. Even though his command of the English language is limited, he gave an outstanding speech before hundreds of people. Not winning the election was a disappointment, but his success came from overcoming what he previously thought were limitations. According to him, the experiences and opportunities afforded through Marketing Education have given him confidence and the feeling he can conquer anything. He plans to put his marketing background to good use as he continues his education in the field of business.

- J.U. was enrolled in special education classes at Keller High School and had difficulty with many of his classes. After enrolling in a Marketing Education course and receiving on-the-job training at McDonald's, he was quickly promoted. By the end of his junior year in high school, he had been named crew supervisor and worked his way on to assistant manager by the start of his senior year. Management at McDonalds was so happy with his work, that they offered to help pay for additional education for him at the post-secondary level.

- L.M., a marketing education teacher, received the Innovative Teaching Award from the Marketing Education Association at its National Marketing Education Conclave. She was recognized for innovation in serving a very diverse group of students in her marketing program. Besides implementing an honors marketing course for gifted students, the program also serves students from many of the special populations. Student interest and enrollment in the program continues to increase dramatically.

- E.H. is a marketing teacher and a career counselor. She has been very instrumental in developing an articulation agreement for implementation of a Tech-Prep plan for students in her district. In addition, she has made significant progress in building quality achievements

through integrated activities. Most notable among the integrated activities has been the work she did with local English teachers which allowed students to develop a business journal entitled *Marketplace Trends*. Articles and advertisements in the journal served to demonstrate the integration of core subjects, electives, and work-based learning.

SECTION VIIIh
STATE LEADERSHIP AND PROFESSIONAL DEVELOPMENT FOR SECONDARY TRADE AND INDUSTRIAL EDUCATION

Trade and industrial education, often called T&I, is a program designed to prepare students for initial employment in trade and industrial occupations, to assist those already employed to advance in their chosen occupations, and to retrain those who are displaced because of advances in technology or changes in organizations.

Professional Development Projects

SECONDARY TRADE AND INDUSTRIAL TEACHERS PROFESSIONAL DEVELOPMENT WORKSHOPS, Southwest Texas State University

- 1500 trade and industrial instructors and related teachers participated in a statewide professional development workshop. Teachers participated in three regional professional improvement workshops.

SECONDARY TRADE AND INDUSTRIAL TEACHER CERTIFICATION ACTIVITIES IN AUSTIN, SAN ANTONIO, AND THE SURROUNDING AREA, Southwest Texas State University

- 134 teachers participated in the certification activities during the regular school term and during the summer.

SECONDARY TRADE AND INDUSTRIAL TEACHER CERTIFICATION ACTIVITIES IN THE SOUTHEAST TEXAS AREA, Prairie View A&M University

- 107 teachers participated in the certification activities. The director of trade and industrial education developed and conducted youth leadership development programs for Vocational Industrial Clubs of America.

SECONDARY TRADE AND INDUSTRIAL TEACHER CERTIFICATION ACTIVITIES IN NORTH TEXAS, North Texas State University

- 188 teachers participated in the certification activities.

SECONDARY TRADE AND INDUSTRIAL TEACHER CERTIFICATION ACTIVITIES, The University of Texas at Tyler

This grant was designed to update teacher certification course content to comply with the Carl Perkins Act of 1990 and to:

- Expand youth leadership activities
- Integrate SCANS competencies into classroom activities
- Develop core standards and measures of performance
- Develop quality work force planning
- Incorporate curriculum that addresses industry standards
- Develop career pathways
- Overcome equity in education barriers

Curriculum Development Projects

Three projects were funded to develop and field test curricula. Two projects at East Texas State University were awarded $80,000. Another totaling $110,000 was awarded to Texas A&M University.

The East Texas State project developed new curricula for "Avertising Design II" and "Auto Collision Repair and Refinishing II." These were developed to meet the requirements of today's changing economy.

The Texas A & M grant was divided into two areas. The first was "Metal Trades II." The second area consisted of two courses entitled "Crime in America" and "Introduction to Criminal Justice." The "Metal Trades II" curriculum was updated and new curricula were written for the other two courses.

After Texas Education Agency approval, the curricula were disseminated to the appropriate teachers. All the curricula were developed to place a high priority on the development and application of strong academic foundations, and to integrate academic into career and technology education. The curricula also addresses priority occupational demands.

Research Project

A research project to provide task force recommendations for the restructuring or elimination of lower level-career and technology education courses and the impact on students and teachers displaced by such restructuring was awarded to the University of North Texas. Co-directors for the project were Drs. Jerry and Michelle Wircenski.

The task force made 14 specific recommendations, among which were:

- Encourage students in grades 7-9 to enroll in career and technology courses.

- Eliminate all pre-employment laboratory courses perceived to have low expectations for student outcomes (such as "Coordinated Vocational Academic Education" [CVAE] and "Basic Vocational Education" [BVE]).
- Develop support services for CVAE and BVE students affected by the elimination above.
- Provide a way for former CVAE teachers to be certified for regular trade and industrial courses.
- Emphasize the Secretary's Commission on Achieving Necessary Skills (SCANS) competencies in all programs.

Student Organization

T&I's vocational student organization, the Vocational and Industrial Clubs of America (VICA), is designed to unite all students enrolled in trade, industrial, technical and health occupations education, and to develop leadership abilities through participation in educational, vocational, civic, recreational, and social activities. VICA membership for 1993-94 totaled 17,625--an increase of 19 percent over the previous year. Texas had 10 medal winners in the United States Skill Olympics competitions held in Kansas City, Missouri.

Success Stories

- L. S., a senior honor student and member of the National Honor Society, has been a member of CAP High School for two years. Proficient in WordPerfect and PageMaker, she competed and received a first place in the graphic arts technical examination her first year in the graphic arts program. She also received a third place award the same year for graphic communications offset printing. Her second year she received a blue ribbon at district competition for her individual project in graphic communication. She works at a printing company while attending the local community college.

- The construction trades instructor at Alice Johnson Junior High in Houston saw potential for an arboretum and outdoor classroom in the abandoned acres adjacent to the school. He instructed his students to "clear the area." So, with instructions and tools in hand, three classes of 15 teens cleared out undergrowth in the forest and carved an island in the middle of a dry hole, then filled that hole to create a pond. The students applied their woodworking skills to repairing a bridge and building benches, trails, and birdhouses. They "passed the hat" around campus, collecting $186 to help buy cypress trees that one day will be a part of a hardwood canopy in the arboretum. They planted and labeled a variety of shrubs, trees, bulbs, and flowers. The students worked with the community in creating this space. They interviewed biologists, botanic gardeners, and parks department personnel to get ideas and learn how to take proper care of the natural area.

- Killeen's building trades, brick masonry, and electrical trades students built a four-bedroom home with two baths, den, formal dining room, kitchen, laundry room, and two-car garage.

"It has special workmanship and quality about it," says the home's resident, an association president. "The students did a wonderful job. We are happy and wish the construction trades students much success in their professional careers. This is proof positive that our career and technology programs, whether big or small, are working and producing skilled and productive citizens."

SECTION VIIIi
STATE LEADERSHIP AND PROFESSIONAL DEVELOPMENT FOR POSTSECONDARY EDUCATION

The Texas Higher Education Coordinating Board awarded 27 grants under the state leadership allocation of the Perkins Act. Twenty-three of the awards were selected by competitive process. Four awards went to tri-agency-sponsored initiatives. The tri-agency coalition is comprised of the Texas Education Agency, the Texas Department of Commerce, and the Texas Higher Education Coordinating Board. The tri-agency partnership has collaborated to develop strategic planning, provide funding, and implement major programs for statewide benefit. All recipients of the grant awards must meet goals of the *State Plan for Vocational and Applied Technology*, fiscal years 1992 - 1994 and the *Master Plan for Career and Technical Education.*

State leadership programs include topics in curriculum development, professional development, research development, and demonstration model development. Grant funds are used as seed monies for the improvement of technical education for students in public community and technical colleges. Direct services to special populations students are not required for state leadership projects, but all state leadership projects include activities which ultimately benefit special populations students.

Curriculum Development

- Amarillo College was funded for a second year for its project, REALTIME CAPTION REPORTER TRAINING, a career created by the passage of the federal Television Decoder Circuitry Act of 1990. Amarillo College's REALTIME captioning program is the first program of its kind in the nation. The first graduates received the A.A.S. degree in May 1994.

- The ENVIRONMENTAL LABORATORY TECHNICIAN project was funded at Brookhaven College to develop, field test, and disseminate a curriculum model for an environmental laboratory technician program, a new occupation with excellent potential for two-year colleges and a critical priority for Texas.

- In cooperation with the Texas Workforce Literacy Consortium, El Paso Community College created the Texas Workforce Education Consortium that includes 18 community and technical colleges. Together, they developed functional context workforce literacy curricula integrating SCANS foundation skills and competencies and workplace basic skills attainment for high-skill, high-wage demand industries; provided technical assistance for additional community and technical colleges statewide to develop effective work force literacy

programs; developed an effective planning and evaluation system for work force literacy programs; developed a system to coordinate work force literacy programming statewide; and disseminated information on work force literacy programming statewide.

- The Houston Community College System was funded to develop a model 2+2 curriculum through its CURRICULUM ARTICULATION PROGRAM IN IMAGING SCIENCES AND RESPIRATORY CARE PROGRAMS. This model will improve collaboration between community colleges and universities for two-year and four-year articulation programs leading to careers in imaging sciences, respiratory care, and therapy. Programs included courses in radiography, nuclear medicine technology, medical sonography and radiation therapy.

- The WORKFORCE LITERACY CONSORTIUM PROJECT received first-year funding for a two-year project through North Lake College to develop two comprehensive job-specific work force curricula using SCANS foundation skills and competency groups in the high-skill, high-demand industries of biomedical instrumentation and chemical manufacturing.

- Focusing on the high-priority, emerging occupations of environmental laboratory analyst and hazardous materials coordinator, Texas State Technical College-Harlingen completed the ENVIRONMENTAL SAFETY AND HEALTH CURRICULUM PROJECT, which included a needs assessment, task analysis, and curriculum for environmental safety and health technology.

Professional Development

- Central Texas College provided the project PROFESSIONAL DEVELOPMENT WORKSHOP FOR COLLEGE TECHNICAL EDUCATION INSTRUCTORS TEACHING AT CORRECTIONAL INSTITUTIONS IN TEXAS as an effort to increase awareness of appropriate teaching strategies for prisons. This project conducted a two-day workshop for instructors of inmates from all eligible institutions (approximately 65) in the Texas Department of Criminal Justice System.

- PROFESSIONAL DEVELOPMENT FOR COMMUNITY COLLEGE CAREER COUNSELORS was funded at Northeast Texas Community College for a second year. It provided training for counselors to develop and implement a comprehensive career development program based on identified career development competencies (using the National Career Development Guidelines), career development needs of special populations, and the assessed professional improvement needs of postsecondary career counselors.

- St. Philip's College of the Alamo Community College District was awarded funds to provide ACCOMMODATIONS FOR LEARNING DISABLED STUDENTS IN THE ERA OF ADA: TRAINING PROGRAM. This project developed a model initiative that includes the development of a training manual and regional workshops to train counselors and staff

working with students with learning disabilities. The program and manual are in compliance with the guidelines and regulations of the Americans with Disabilities Act.

- MULTIMEDIA FOR THE MASSES: A COMPREHENSIVE PLAN TO MEET THE PROFESSIONAL was a project provided by Texas State Technical College-Amarillo to develop course content, seminars, and training sessions to train Texas college instructional personnel to create and use interactive video. The training included demonstrations showing how technology supports delivery of curriculum. Covered topics included the principles of competency-based instruction and integrating SCANS competencies into curricula.

- To provide better delivery of services to students with disabilities, Texas State Technical College - Waco (East Texas Center) conducted a professional development project, PERSONNEL DEVELOPMENT FOR STAFF DELIVERING SERVICES TO STUDENTS WITH DISABILITIES. This project developed and conducted regional workshops to train special populations coordinators, counselors, faculty, and staff. The project developed workshop curriculum designed to increase knowledge and provide information to ensure that students with disabilities enrolled or seeking to enroll in technical education programs are being provided adequate support services and job skills training.

- IMPROVEMENT OF SPECIAL POPULATIONS COORDINATORS was funded for a second year at the University of North Texas. The program will build upon and expand the previous project to professionally prepare and/or improve skills of individuals in public postsecondary institutions who are responsible for ensuring that members of special populations are provided access to occupational preparation programs, adequate services, and job skills training. The project developed competency-based workshop materials and conducted a series of instructional workshops for special populations coordinators and other related staff.

- GOVERNOR'S TQM/EDUCATION CONFERENCE HIGHLIGHTS: A TELECONFERENCE provided professional development activities for technical-vocational faculty and administrators and informational activities for business and industry representatives. The teleconference was developed, promoted, produced, and delivered as a joint endeavor between Austin Community College and the Dallas County Community College District.

- The STAIRS: TRAINING & SUPPORT + NET.DBF (COLLEGE CONTACT DATABASE) project, conducted by the Dallas County Community College System, assisted community and technical college personnel in their efforts to improve student outcomes and to simplify the reporting of these outcomes and provided a network with other colleges.

Research Development

- Dallas County Community College District and Brazosport College, in a project called LONESTAR and STAIRS - ENHANCED, combined two software programs to incorporate features of the Student Tracking and Information Retrieval System (STAIRS) into the Longitudinal Evaluation, Student Tracking, and Reporting System (LONESTAR). The additional software interface allows easy access to LONESTAR data and adds enhancements to STAIRS. The project created an adult/non-credit database, expanded the on-campus assistance database, created a regional demand occupation report generator, and piloted the Texas Employment Commission's job listing database (Automated Labor Exchange-ALEX). The software was piloted in six community college districts, and regional and statewide seminars were provided.

Demonstration Model Projects

- The MODEL PROGRAM OF PROFESSIONAL DEVELOPMENT IN NON-GENDER TEACHING METHODS project provided by Clarendon College featured a one-day equity awareness seminar open to all postsecondary personnel. It also provided a three-day training workshop for college faculty in equity teaching techniques and mentor assistance during the academic year. The project also conducted a training session in non-traditional career guidance for counselors, circulated information for parents and school board members on equity activities culminating in creation of an "Expanding Your Horizons" mathematics and science workshop for students, and furnished research and materials to support classroom teachers' equity efforts.

- Dallas County Community College District provided the project EXPANDING THE MISSION OF COMMUNITY COLLEGES: QUALITY WORKFORCE EDUCATION CONSORTIUM OF COMMUNITY COLLEGES (QWECCC) to further establish community colleges as the primary providers and resource for workforce development and literacy programs. The QWECCC office developed a clearinghouse of information for community colleges to successfully develop partnerships with Texas state agencies and other organizations involved in work force development and literacy efforts.

- PATHWAYS TO RETENTION was funded at Del Mar College to enhance the existing career counseling program at Del Mar College. It expanded to include individual vocational and diagnostic assessment, career counseling, and tutoring to maximize retention of technical education students.

- El Paso Community College has created an occupational opportunity center to transition military personnel and displaced defense personnel. Called DEFENSE MILITARY TRANSITION OCCUPATIONAL OPPORTUNITY CENTER, the project is providing intake assessment, counseling, workshops on job skills, resume development, job database, interview training, job seeking and job development training, specific training in

occupational skills, entrepreneurial training, academic assessment, job placement, job retention training, and encouragement for long-term life improvement through technical education.

- To address the high rate of attrition and low rate of graduation of special populations students seeking careers in health occupations, the HEALTH CAREERS OPPORTUNITY PROGRAM was funded at El Paso Community College. The project includes the components of recruitment, training, education, support services, and career placement with successful students serving as interns and taking leadership roles.

- The OFFICE OCCUPATIONS CERTIFICATE PROGRAM FOR STUDENTS WITH DEVELOPMENTAL DISABILITIES project completed by the Houston Community College System developed a model program for students with developmental disabilities, including mental retardation, autism, cerebral palsy, and deafness/blindness. The program delivered a one-year office occupations certificate program that included a 12-week practicum with students receiving training in business math, computer fundamentals, filing, office practice, human relations, and job readiness training. Students will receive job placement assistance and be monitored by the Department of Model Programs and the Mental Health and Mental Retardation Authority of Harris County.

- Lee College produced RURAL HEALTH OCCUPATIONS MODEL PROJECT, a model program focusing on two rural counties (Chambers and Liberty) with special emphasis on recruiting special populations students from high schools in Liberty, Dayton, and Barbers Hill to develop a Tech-Prep program in health occupations. The project included activities such as career awareness; staff development; curricula design, development, and implementation; worksite experience; and support and placement services. Preparatory coursework, introductory college-level technical training, counseling, support services, and assistance in locating financial aid are now offered within the target area. The program allows adult students to "bridge" into the Tech-Prep program at the community college level.

- The 1+1 CONSORTIUM IN COMPUTER SCIENCE EDUCATION project was funded at Texas State Technical College-Sweetwater to establish an articulated network across the state for computer science education at the community and technical college level and establish a model to address rural issues in higher education using collaborative efforts. TSTC-Amarillo, TSTC-Sweetwater, Cisco Junior College, Clarendon College, Vernon Regional Junior College, Western Texas College, and Ranger Junior College developed a common core of first-year courses in general education and computer science fundamentals at their respective institutions. That core was articulated with a second year of highly technical programming courses in the second year at colleges offering advanced topics in programming.

SECTION IX
COMMUNITY-BASED ORGANIZATIONS
(Title III, Part A, Sections 301 & 302)

During program year 1994, 25 vocational education support programs operated by community-based organizations served 3,185 students. Approximately $1,105,945 in federal funds were expended to support these programs. All local education agencies in Texas were informed about the availability of federal funds to conduct such programs.

Program activities included, but were not limited to, the following: (1) outreach programs to facilitate the entrance of youth into a program of transitional services and subsequent entrance into vocational education, employment, or other education and training; (2) transitional services such as attitudinal and motivational prevocational training programs; (3) prevocational education preparation and basic skills development conducted in cooperation with business concerns; (4) special prevocational preparation programs targeting inner-city youth, non-English speaking youth, and the youth of other urban and rural areas having a high density of poverty needing special prevocational education programs; (5) career intern programs; (6) assessment of students' needs in relation to vocational education and jobs; (7) guidance and counseling to assist students with occupational choices and with the selection of a vocational education program; and (8) model programs for schools.

Results and Accomplishments of Expending Funds under Title III, Part A - State Assistance for Vocational Education Support Programs by Community-Based Organizations

Table I

Demographics	Eligible Recipients	Participants
Rural	6	520
Urban	19	2,665
Total Enrollment	**25**	**3,185**

Table II

Gender	Enrollment
Females	1,552
Males	1,633
Total	**3,185**

CBOs' collaboration with community services groups offered CBO clients relief from problems that placed them in at-risk situations. Client support services included transportation, clothing, housing, child care services, and individual counseling.

Students received great benefits from CBO business and industry partnerships. These partnerships provide role models, mentors, tutors, job shadowing, and career internship opportunities that were integral components to the "at-risk" student success story.

A brief synopsis of approved programs is provided below:

School District: Aldine ISD	Contract Amount: $30,254
Summary: Aldine ISD, in conjunction with SER-Jobs for Progress, provided career counseling, computer-based learning, and job placement activities to 108 students in at-risk situations.	

School District: Alvin ISD	Contract Amount: $30,254
Summary: Alvin ISD, in conjunction with Youth and Family Counseling Services, provided counseling and testing for 35 students.	

School District: Amarillo ISD	Contract Amount: $48,308
Summary: Amarillo ISD, in coordination with Panhandle Community Service, provided assessment for career planning, counseling, job preparation training, and transitional services for 80 students in at-risk situations.	

School District: Austin ISD	Contract Amount: $50,000
Summary: Austin ISD, in conjunction with American Institute for Learning, provided job finding skills, aptitude test, and awareness opportunities for 346 students ages 16-21.	

School District: Brownwood ISD	Contract Amount: $50,000
Summary: Brownwood ISD, in conjunction with the Brownwood Housing Authority, provided vocational assessment and counseling for 130 students ages 16-21.	

School District: Bryan ISD	Contract Amount: $48,520
Summary: Bryan ISD, in conjunction with Brazos Valley Community Action Agency, provided vocational assessment, guidance, career counseling, and job readiness for 201 students in at-risk situations.	

School District: Canyon ISD	Contract Amount: $46,646
Summary: Canyon ISD, in conjunction with the Panhandle Community Services, provided vocational testing, part-time jobs, and assessment to 79 students.	

School District: Dalhart ISD	Contract Amount: $58,368
Summary: Dalhart ISD, in coordination with Panhandle Community Services, provided assessment for career planning, counseling, job preparation, training, and transitional services for 79 students in at-risk situations.	

School District: Giddings ISD	Contract Amount: $26,650
Summary: Giddings ISD, in conjunction with the Rural Capital Area Private Industry Council, provided 49 students with assessment, vocational, and employability training, counseling, and mentoring.	

School District: Grand Prairie ISD	Contract Amount: $45,834
Summary: Grand Prairie ISD, in coordination with the Dallas County Community Action Committee, provided pre-employment training, career interest testing, supervised employment opportunities, basic skill tutoring, and referrals for 235 "at-risk" students.	

School District: Greenville ISD	Contract Amount: $29,565
Summary: Greenville ISD, in coordination with Drug Free Greenville, provided educational services to enhance career opportunities for 297 dropouts and students in at-risk situations.	

School District: Huntsville ISD	Contract Amount: $26,497
Summary: Huntsville ISD, in conjunction with United Way, provided vocational skills, assessment and career counseling to 500 students in at-risk situations.	

School District: Judson ISD	Contract Amount: $36,715
Summary: Judson ISD, in coordination with Greater Randolph Area Services, provided assessment, counseling, pre-vocational training, and job placement services to 150 students in at-risk situations.	

School District: Kerrville ISD	Contract Amount: $45,183
Summary: Kerrville ISD, in conjunction with the Alamo Area Council of Governments, provided assessment, career counseling, and personal and academic counseling to 146 students.	

School District: Lazbuddie ISD	Contract Amount: $52,253
Summary: Lazbuddie ISD, in conjunction with Panhandle Community Services, provided assessment, vocational and career counseling, resource development, personal and academic counseling, and transitional services to 101 students in at-risk situations.	

School District: Lufkin ISD	Contract Amount: $25,791
Summary: Lufkin ISD, in coordination with Goodwill Industries, provided vocational interest and pre-vocational assessments and personal special adjustment training to 225 students.	

School District: Pampa ISD	Contract Amount: $102,388
Summary: Pampa ISD, in coordination with Panhandle Community Services, provided career planning assessment, counseling, transitional services, and job preparation training to 137 students in at-risk situations.	

School District: Port Arthur ISD	Contract Amount: $43,900
Summary: Port Arthur ISD, in conjunction with Goodwill Industries of Southeast Texas, Inc., provided intake services and vocational assessment, job readiness training, job development, and placement services to 21 students.	

School District: Region XIV ESC	Contract Amount: $50,000
Summary: Region XIV ESC, in conjunction with the West Texas Rehabilitation Center, provided comprehensive vocational evaluations, staffing, and specific vocational recommendation for 136 students.	

School District: Region XIX ESC	Contract Amount: $47,081
Summary: Region XIX ESC, in conjunction with El Paso Center for the Deaf, provided transitional and prevocational services for 45 students.	

School District: Rice Consolidated ISD	Contract Amount: $39,000
Summary: Rice Consolidated, in conjunction with Colorado County Youth and Family Services, Inc., provided services, job search skills, guidance, and transitional services to 84 students.	

School District: San Antonio ISD	Contract Amount: $50,000
Summary: San Antonio ISD, in coordination with Bexar County Opportunities Industrialization Center, Inc., provided academic and pre-employment training to 60 students.	

School District: Sweetwater ISD	Contract Amount: $50,000
Summary: Sweetwater ISD, in coordination with Big Country Resources Conservation and Development Area, Inc., provided outreach services, assessment, transitional services, and employment placement services to 70 "at-risk" and low socioeconomic students.	

School District: Tyler ISD	Contract Amount: $40,742
Summary: Tyler ISD, in coordination with Goodwill Industries of East Texas, provided one-day vocational assessments, five-day vocational assessments, or job readiness training to 176 students.	

School District: Weatherford ISD	Contract Amount: $42,040
Summary: Weatherford ISD, in coordination with Palo Pinto Community Services Corporation, provided outreach services, prevocational counseling, and basic skills development to 176 economically and educationally disadvantaged students.	

SECTION X
CONSUMER AND HOMEMAKING EDUCATION
(Title III, Part B, Sections 311, 312, & 313)

Directives provided through the rules adopted by the State Board of Education and the Carl D. Perkins Vocational and Applied Technology Education Act served as a catalyst and guide for program improvement and emphasis. The initiatives became operational through the *Master Plan for Career and Technical Education*, which was adopted by the State Board of Education (State Board for Vocational Education).

Approximately 178,330 students were enrolled in home economics programs in 1993-94. The enrollment represented an overall 3 percent decrease in enrollment from fiscal year 1993 (FY 93). This includes an enrollment in Consumer and Homemaking Education (CHE) of 158,854 and Occupational Home Economics Education (OHE) of 19,476. Title III, Part B funds are spent solely on consumer and homemaking education courses and activities. Unlike FY 93, the percent of male students slightly decreased in CHE and increased in the OHE courses. The percent of male enrollment within consumer and homemaking courses decreased from 34.8 percent to 34.6 percent, and the male enrollment in occupational home economics courses was up to 34.3 percent from 32.8 percent in FY 93. Of the total number of students who are parents reported enrolled in secondary vocational programs, 2,938 (an 18 percent increase over FY 1992-93) were served through CHE in experimental parenting courses for school age parents, and others were served through other CHE courses. Services provided to students who are parents are described in the following section.

Achievements in Consumer and Homemaking Programs and Support Services in Depressed and Non-Depressed Areas

The following program achievements were supported by federal funds totaling $2,557,634. This information was taken from the "Planning and Evaluation Summary," the statewide teacher reporting process, which is submitted annually by local education agencies to the Texas Education Agency. These reports describe the extent to which school districts have achieved their goals and priorities.

Local Education Agencies

Instructional costs included the acquisition of equipment to improve CHE instruction for student mastery (including the integration and application of academic skills within home economics curricula), the acquisition of new curriculum materials, the acquisition of teaching aids, and the modification or upgrade of equipment to meet current educational needs of students. For example, Dallas Independent School District (ISD) and Laredo ISD, as well as others, reported

focused work on the application of academic skills in support of students mastering the competencies on the state-mandated test for graduation, the Texas Assessment of Academic Skills. Northside ISD in San Antonio reported that they were utilizing tutoring material from resource teachers. Corpus Christi ISD, as others, reported interdisciplinary teaching of English, mathematics, history, and science.

A significant number of LEAs reported increased emphasis on personnel development. Reports reflected a continuance of personnel development which was began through statewide training activities conducted by staff.

LEAs such as Friendswood ISD reported the use of funds to support professional improvement for vocational home economics education relating to teaching to the students' learning styles (reflective of personnel development activities conducted by state home economics staff), the new courses, and program objectives. Instructional costs also included the development and improvement of instruction related to managing individual and family resources; understanding the interrelationship between one's family life and employment (the effect home life has on a person's effectiveness and productivity at the job place, and gainful employment and the effects of the job place on one's success in family life); making wise consumer choices; managing home and work responsibilities; improving responses to individual and family crises; providing education for parenthood; strengthening parenting skills for school-age parents; increasing knowledge and skills in the areas of child development and care; assisting aged and handicapped individuals; improving nutrition; applying CHE skills to jobs and careers; and applying academic skills and promoting critical thinking skills through the vocational home economics education program. More and more schools are re-focusing some consumer and homemaking education courses into career pathways (coherent sequences of courses) for occupational achievement.

Guidance and counseling expenditures were reported for activities designed to improve, expand, and extend career guidance and counseling programs to meet the career development, vocational education, and employment needs of CHE students and potential students. Student services costs included community outreach programs designed to meet the needs of underserved populations. Administrative costs included administrator salaries and travel expenses directly related to CHE programs. Expenditures for salaries of teacher aides and their travel to inservice training fostered student improvement and program accomplishment for the academically disadvantaged, school-age parents, handicapped, and students with limited English proficiency. Some LEAs reported that they were fostering academic gains among students who are learning disabled by "teaming" these students, encouraging them to work together on academic activities. Teachers enhanced this process through lessons that provided students with information about other learning disabilities.

The state requires that instructional personnel determine their local program goals and priorities. Six major criteria are identified around which the local personnel from both economically depressed and economically non-depressed areas center their goals. The identified criteria are: (1) improving, expanding, and updating programs; (2) providing services and activities to meet the special needs of the handicapped, disadvantaged, limited English proficient, adults in need of

training or retraining, and incarcerated individuals; (3) eliminating sex bias and stereotyping; (4) applying basic academic skills in classroom, laboratory, and on-the-job training activities; (5) emphasizing the effects of family life on job performance and the effects of work on family life; and (6) addressing local, state, and national priorities and emerging concerns. Texas Education Agency staff examined the reports of achievement submitted at the end of the year.

LEAs reported meeting many goals centered around the criteria of improving, expanding, and updating instruction by revising curriculum. (Examples of these activities are cited throughout this report.) Many schools reported an increase of instructional activity in the area of volunteerism within the community and in businesses. LEAs reported purchasing state-of-the-art equipment for student use; purchasing teaching aids for technical information and the integration and application of academic skills; and establishing better linkages between postsecondary, business/industry, and community groups. LEAs reported that postsecondary institutions had awarded credit to students who successfully completed secondary training in child care and food service. LEAs reported beginning articulation projects with postsecondary institutions in the areas of hospitality services, food service, and child development. Some LEAs have implemented Tech-Prep program activities within the areas of child development professions and food service. This was reflective of the personnel development activities conducted by state administration. More LEAs are involved in Quality Work Force Planning initiatives than ever before. Reports of expanding Tech-Prep in the areas of hospitality and intergenerational studies have been received.

Many LEAs reported more involvement of community resources in instruction. Advisory committee members were involved in teaching, curriculum development, program evaluation, teacher evaluation, and student evaluation. The advisory committee members also supported the youth leadership efforts through the Texas Association of the Future Homemakers of America, Inc. LEAs reported cooperative efforts and collaboration with business and industry in initiatives such as "Adopt a Department," "Partners in Education," and cooperative activities emphasizing the relationship between the work place (paid employment) and the home place (work for no salary).

Many LEAs continued to report an increased emphasis on applying the academic skills of communication, computation, and science in CHE and OHE courses. Ninety-three percent of the home economics teachers reported that major revisions were taking place in incorporating these academic principles within all home economics education courses. A significant number (91 percent) of teachers reported the use of strategies to develop and foster critical thinking skills. More LEAs have requested state course credit for advanced courses within home economics. Some LEAs, such as Northside ISD in San Antonio, reported receiving waivers from state rules to offer some nutrition courses for science credit. Those courses provide students with a highly technical home economics and academic emphasis. In economically depressed areas, LEAs increased the use of computer-assisted instruction. In non-depressed areas, efforts in using technology as a teaching tool were expanded.

The reports of the students' occupational experience projects as well as the local chapters of the vocational student organization, Texas Association, Future Homemakers of America, (an extension of the instructional program), indicated an increase in projects dealing with outreach programs, such as those for abused children, the elderly, school-age parents, nutrition, and the incarcerated. There was an increased emphasis on using the occupational experience projects for acceleration (academic and technical home economics) purposes. In the economically depressed areas, more emphasis was placed on parental involvement with the student's schooling, as well as providing more opportunities for gainful employment, upgrading equipment, and acquiring new resource materials for classroom instruction. Local education agencies within a seven-county rural area (all of which were economically depressed) reported home economics departments participating in an instructional project, "Youth Exchanging with Seniors." The project involves youth volunteerism and instruction in understanding the elderly. Texas is awarding state course credit for the instructional volunteerism programs on request from the LEAs.

In depressed and non-depressed areas of the state, LEAs reported meeting the goal of providing programs to meet the needs of disabled, disadvantaged, and limited English proficient students. Approximately 86.93 percent (duplicated count) of the CHE enrollment and 95.94 percent (duplicated count) of the OHE enrollment were identified as special needs students. More LEAs are reporting mainstreaming disabled students in the CHE program. A significant number reported providing special instructional services for the disabled and educationally disadvantaged students. One such district was the Aldine ISD in Houston.

A greater number of LEAs reported emphasizing students' self-esteem and responsible decision making. There were many reports regarding work done in these areas through approaches that also served to bridge the gap between vocational and academic education. Many LEAs reported participating in campus improvement plans to increase student access within schooling and reported programs for school-age parents, pregnancy intervention, and student programs for assisting other students who are in danger of dropping out of school. More LEAs reported coordinating services and training between other providers and health groups. A significant number of LEAs reported instruction and special projects for combating AIDS and assisting those who are infected.

More LEAs reported offering an experimental course, "Parenting Education for School Age Parents." The course included comprehensive programs dealing with academic, parenting, child care, and job training. Participants in the course were parents who were male or female, single or married. This course was expanded and is now in 148 districts throughout the state. Evaluations conducted on the course found it to be very effective. Funds supporting the program are from the Perkins grant, Job Training Partnership Act, Children's Defense Fund, state compensatory funds, and funds from the private sector. Guidelines have been provided to the LEAs to assure that the funds are being spent in support of the appropriate functions as identified by each funding source which is being used. The comprehensive programs included coordinating of a wide range of private, public, and governmental services and resources (child care, transportation, health care, financial assistance, counseling, etc.) to meet the needs of this special population. Students were informed about the services/resources available to them and

how to take advantage of these services. LEAs reported major progress in efforts to gain increased community understanding, support, and assistance in providing for the wide range of needs of school-age parents.

Eliminating sex bias and stereotyping in CHE programs continues to be a long-standing goal at the state and local levels with continued success. Male enrollment in the programs slightly decreased from 34.8 percent to 34.6 percent during program year 1994. LEAs continue to report how males are taking more leadership roles in instruction. This is also true within the student organization as more males are being elected as officers and committee chairs at the local, regional, and state levels. Activities for the elimination of harassment are increasing. Instructional strategies, review of curriculum development, personnel inservice, and student leadership activities continue to be the methods used for this improvement. More teachers reported asking students to critique instructional materials, school practices, and other practices for evidence of sex bias and stereotyping. LEAs with child care facilities and instructional programs for child development reported working with young children to promote the elimination of sex bias and stereotyping. The courses with the greatest percentage of male students are in the family and parenting, management, and food science areas.

Growing numbers of LEAs reported increased efforts to emphasize the effects of family life on job performance and the effects of employment on family life. Topics for study included time and money management, stress coping skills, self care (latchkey) children, single parent families, and the selection of child care facilities. The Texas Education Agency ensured that all CHE teachers stressed the importance of improving home and family life through parent/guardian contact. During the program year, 107,220 such contacts were made by approximately 1,825 CHE teachers. LEAs, in many cases, do not allow in-school time for these contacts. As a rule, teachers make these contacts either after school or on week ends.

Professional Development

Teacher training and inservice training have been areas of focus as new initiatives are implemented in home economics education. Professional development activities focused on instructional improvement through updating and expanding subject matter knowledge and teaching methodology. One statewide and six regional professional improvement conferences were conducted by home economics education state administration. Content planning for these conferences was based upon indicators from:

- State Board of Education mandates as well as site visits and reports from local education agencies reflecting program objectives, priority areas for improvement, and instructional achievements

- Input from teachers, teacher educators, school administrators, and leadership at the Texas Education Agency identifying areas in which training was needed.

See Section VIII, "State Leadership and Professional Development for Home Economics Education," for additional professional development activities.

Student Organization

The Texas Association, Future Homemakers of America (FHA) served 30,680 active members in 1,497 student chapters. When members are asked why they join the Texas Association, Future Homemakers of America, they are quick to tell the public that it is the only youth organization with the family as its central focus that is helping members answer the questions that modern teens are asking. The organization focuses on such topics as self-image, drugs and alcohol, teen pregnancy, AIDS, nutrition and wellness, personal relationships, leadership skills, employment skills, and career options.

The members participated in service projects related to teenage pregnancy, nutrition, financial planning, international exchange programs, the elderly, poverty, self responsibility, environment, and leadership in the food service industry. Because the activities of the organization are an extension of the home economics education curriculum, members use the knowledge gained from various home economics subject areas to carry out the peer education and community service projects.

Leadership training is a vital part of the organization. Regional and state officers and their advisors attend an intensive week of leadership training sessions where members apply their academic knowledge and skills while they learn activities and develop skills in public speaking, parliamentary law, public relations, written and oral communication skills, and interview techniques. Officers gain self-confidence as they begin to put their knowledge and skills to work by conducting special leadership sessions for 2,234 members in the geographic regions within the state. Five annual FHA Regional Leadership Meetings were held for 5,863 local members. Students attended sessions related to public speaking, alcohol as it relates to adolescents, date rape, teen suicide/depression, sex respect, self image, and eating disorders. Competitive events allow students to demonstrate the academic skills in context. The events were held for 1,152 students, who competed in such areas as illustrated talks, job interviews, child care, chapter projects, food service, family communications, designing a business, parliamentary procedure, volunteerism, and public relations.

The state leadership meeting had 4,262 participants. Students attended interest sessions (which focus on academic application within context), public relations seminars, conducted business of the association, and participated in competitive events. Approximately 43 students advanced to the national competitive events.

Networking between universities, postsecondary education, business/industry, and other organizations continues to strengthen the base of knowledge regarding home economics education and its youth organization. Staff members and students continue to work with teacher education programs to help potential advisors have a better understanding of the organization and

its role within the home economics program. Business and industry continue to show their support in the goals and purposes that the profession has for its vocational youth organization, Future Homemakers of America, Inc.

Members of the Texas Association, Future Homemakers of America participated on the national level through involvement as national committee members, in national programs/projects and by attending the national cluster meetings. Approximately 200 individuals from Texas participated in the national leadership conference.

The students reap many benefits by being active in the Texas Association, Future Homemakers of America. Current and former members say that they learned life skills that prepared them for the future through in this extension of the Texas home economics education program.

State Leadership (Administration)

Under state leadership and supervision, three curriculum documents were developed representing the areas of hospitality studies and principles of math, science, and language arts within home economics. Staff oversaw a research project related to assessment of the SCANS competencies. Staff also assisted with a Tech-Prep curriculum project in the area of intergenerational studies. These activities have resulted in better instructional materials for students and an increased opportunity for coordination between curriculum between secondary, postsecondary, and higher education. Staff has worked closely with sex equity, single parent projects, and activities (126 projects were funded last year), and guidance and counseling activities. The following activities are specific accomplishments of state leadership in the vocational home economics education.

- Assisted LEAs in developing a comprehensive approach for establishing a program dealing with societal issues such as school-aged parents and drug abuse.
- Organized and conducted six regional professional improvement meetings for vocational home economics teachers. (Emphasis for the conferences is described in the section titled "Personnel Development.")
- Assisted students in organizing and conducting five regional youth leadership meetings. (These meetings are described in the section titled "Texas Association, Future Homemakers of America.")
- Organized and conducted one state professional improvement conference for vocational home economics teachers. (Emphasis for the conference is described in the section titled "Personnel Development.")
- Assisted students in organizing and conducting one state youth leadership meeting. (The meeting is described in the section titled "Texas Association, Future Homemakers of America.")
- Assisted adults in organizing and conducting one state adult leadership meeting. (Emphasis for the meeting is described in the section titled "Texas Association, Future Homemakers of America.")
- Served as project manager to assessment project regarding SCANS.

- Organized and conducted statewide two technical assistance meetings for home economics teacher educators.
- Provided administrative direction and supervision of curriculum development in academic skills through home economics and hospitality services.
- Organized and conducted 24 meetings throughout the state on the initiatives of the *Master Plan for Career and Technical Education*. (The plan operationalizes the Carl D. Perkins Vocational and Applied Technology Act.)
- Provided administrative assistance for state, regional, and local advisory councils for vocational education.
- Assisted local education agencies with facility floor plans for new and expanded programs.
- Provided local education agencies assistance in developing annual applications for program approval purposes.
- Provided technical assistance to all local education agencies for program improvement and policy interpretation purposes.
- Presented program sessions targeted to eliminate sex bias and stereotyping and presentations on best practices for students in at-risk situations (i.e. school-age parents).
- Served on and provided assistance to the Teen Parent Initiative Council representing education. (Ten state agencies make up this group.)
- Served as resource member of the United Way of Texas Committee for Child Care.
- Served as a resource member of the Governor's Work/Family Clearinghouse Council.
- Served as coordinator for setting up data within the statewide system to collect information regarding the Core Standard and Measures of Performance.
- Participated as a member of the Task Force for Sexuality Education (Committee consists of religious groups, business/industry, education, etc.).
- Served on other committees such as the Texas Collaboration for Youth as well as the Texas Energy Education Advisory Council.
- Served on statewide Inclusive Child Care Committee.
- Participated in many statewide and national conferences to stay current on subject matter and presented papers at many conferences regarding home economics education in Texas.
- Provided administrative assistance to vocational home economics teacher units in higher education.
- Reviewed responses to requests for applications regarding science education, adult training, personnel and curriculum development, research, and single parent programs.
- Developed and distributed informational materials describing course content for the purpose of technical assistance to counselors, teachers, school board members, administrators, parents, persons in business/industry, and other adults.
- Provide the "vehicle" to disseminate a child care newsletter throughout the state.
- Participated on a national committee to re-examine conceptual framework for the profession.
- Served as liaison on an intergenerational project between Texas Department of Human Services and Texas Education Agency.
- Reviewed proposals for various grants such as: Pregnancy and Parenting; Campus Improvement; Texas High School Network; School-to-Work; the Elimination of Sex Bias and Stereotyping; and Single Parent, Displaced Homemakers, and Single Pregnant Women's Grant.

- Assisted with recommendations for policies considered by the State Board of Education.
- Assisted LEAs with the review of transcripts and statement of qualifications for certification purposes.
- Served as a resource person for higher education classes training teachers for certification to teach secondary vocational home economics education classes.
- Participated in conferences addressing issues regarding teacher training units in higher education. The Texas Conference on Teacher Education and the Teacher Training Seminar for Vocational Special Needs Education are two such conferences.
- Served on various committees to determine issues regarding the state's approach for monitoring Core Standard and Measures of Performance.
- Served as a presenter addressing topics related to vocational home economics education to various local, regional, and statewide education groups.
- Provided technical assistance to local education agencies seeking to initiate, expand, or improve programs focusing on the needs of school age parents.
- Served on intra-agency collaboration committees to determine ways to work together to better serve children and families.
- Served as a member of the School Site Subcommittee of the American Heart Association, Texas Affiliate.
- Reviewed LEAs Annual Application for Vocational Education, Carl D. Perkins Vocational and Applied Technology Education.

SECTION XI
TECH-PREP
(Title III, Part E, Sections 341-347)

Tech-Prep, the tri-agency partnership that promotes and supports comprehensive educational restructuring and lifelong learning for all students, is beginning to play a major role in Texas' plans to develop a comprehensive school-to-work transition system. Because of its systemic approach to workforce education, Tech-Prep creates an environment supporting relevant education while allowing for regional diversity and providing equal access for all students.

Between July l, 1991, and June 30, 1992, Texas created 25 Tech-Prep consortia that use targeted occupations information from Quality Work Force Planning Committees to develop plans which outline rigorous academic and technical coursework starting in the ninth grade and culminating in an advanced associate degree. Multiple entry and exit points are possible, as is the continuation through a baccalaureate degree. At a time when most states were funding isolated demonstration projects, Texas implemented Tech-Prep as a statewide system for education reform emphasizing collaboration, connectivity, and cooperation at local, regional and state levels.

Texas' Tech-Prep consortia serve as umbrella organizations, providing opportunities for which educators, service providers, employers, parents, students, and the community can all work together. All stakeholders have a voice, providing a collaborative atmosphere at local, regional, and state levels. Both employers' and individual students' needs are served through Tech-Prep curricula, which advocate strong parent and community involvement. Employers, teachers, counselors, administrators, support staff, parents, and students have been (and continue to be) involved in regional activities. State-level consistency is achieved through collaboration among consortia directors, state tri-agency staff, and the executive directors of various associations.

Tech-Prep has begun its fourth year of measured success in Texas. After one year of planning and two years of implementation, the statewide impact of Tech-Prep initiatives are being felt. As of Oct. 1, 1994, more than 60 percent of Texas' independent school districts with secondary-level programs and 55 of the 70 public two-year campuses have approved Tech-Prep programs. More than 55,000 teachers, counselors, and administrators have participated in professional development activities, including the more than 1,200 who attended the 1st Annual Tech-Prep Conference in Austin. More than 90,000 students are expected to be enrolled in Tech-Prep educational pathways during the fall 1994 semester.

The outcomes of Tech-Prep in Texas through Sept. 30, 1994 are as follows:

- 457 independent school districts (of 663 ISDs that have at least one high school) have approved Tech-Prep plans.
- 188 different Texas counties contain independent school districts with approved plans.

- 55 of the 70 public two-year colleges have approved Tech-Prep programs.
- 181 of 1,560 distinct AAS programs have been approved as Tech-Prep offerings.
- 377 AAS options of the total 1,871 AAS options in Texas have been certified as Tech-Prep offerings.

In addition to awarding grants for planning and implementation to the 25 consortia, the tri-agency annually awards grants to colleges that provide supplemental services to the consortia. Currently these discretionary awards are being funded in the areas of professional development, curriculum development, school-to-work apprenticeships, and effective strategic planning. Technical assistance is provided to consortia as needed.

As with all degree and certificate programs at Texas public community and technical colleges, Tech-Prep programs are subject to evaluation by the Texas Higher Education Coordinating Board. This process requires annual reports from the institution and site visits at least once every four years. In addition, the tri-agency partnership has employed an independent contractor to evaluate Tech-Prep based on federal and state criteria.

Tech-Prep stakeholders recognize that Tech-Prep initiatives need to blend together with other workforce education efforts. The 73rd Legislature created committees to coordinate and improve work force education and training throughout Texas, and the tri-agency team has constantly been asked to provide input. Impetus from these groups, along with the foresight Tech-Prep has given Texas toward achieving the systemic changes required by the School-to-Work Opportunities Act, Goals 2000, and the Re-employment Act, seems likely to propel Tech-Prep and Texas into the vanguard of national educational reform.

Tech-Prep programs receive financial assistance for projects that develop and operate four-year sequences of study. Tech-Prep education programs lead to a two-year associate degree or a two-year certificate and provide systematic and strong comprehensive links between secondary schools and postsecondary institutions. Twenty-five Tech-Prep consortia and six Tech-Prep supplemental grants were funded. Following is a list of funded projects:

Tech-Prep Consortia

Alamo Tech-Prep Consortium - Alamo Community College System - San Antonio College
Brazos Valley Tech-Prep Consortium - Blinn College
Capital Tech-Prep Consortium - Austin Community College
Central Texas Tech-Prep Consortium - Temple Junior College
Coastal Bend Tech-Prep Consortium - Del Mar College
Concho Valley Tech-Prep Consortium - Howard College
Deep East Texas Tech-Prep Consortium - Angelina College
East Texas Tech-Prep Consortium - University of Texas at Tyler
Global Edge Tech-Prep Consortium - Collin County Community College
Golden Crescent Tech-Prep Consortium - Victoria College, The

Gulf Coast Tech-Prep Consortium - North Harris Montgomery County College District
Heart of Texas Tech-Prep Consortium - McLennan Community College
Lower Rio Grande Tech-Prep Consortium - TSTC-Harlingen
North Central Texas Tech-Prep Consortium - Dallas County Community College District - Cedar Valley College
North Texas Tech-Prep Consortium - Vernon Regional Junior College
Northeast Texas Tech-Prep Consortium - Northeast Texas Community College
Panhandle Tech-Prep Consortium - Amarillo College
Permian Basin Tech-Prep Consortium - Midland College
South Plains Tech-Prep Consortium - South Plains College
South Texas Tech-Prep Consortium - Laredo Junior College
Southeast Texas Tech-Prep Consortium - Lamar University at Orange
Star Tech-Prep Consortium - Southwest Texas Junior College
Texoma Tech-Prep Consortium - Grayson County College
Upper Rio Grande Tech-Prep Consortium - El Paso Private Industry Council
West Central Texas Tech-Prep Consortium - TSTC-Sweetwater

TECH-PREP SUPPLEMENTAL GRANTS

Lee College - School-to-Work Apprenticeship

Lee College -- with its partners in seven area school districts, area business and industry, Quality Workforce, and Tech-Prep Consortium -- developed a school-to-work apprenticeship in one or more occupational areas leading to an Associate of Applied Science Degree with Tech-Prep option.

Temple Junior College - TQM/Tech-Prep Curriculum Development

This project increased the awareness and use of Total Quality Management (TQM) principles in Texas classrooms to provide more effective classes as well as needed skills to students. This was accomplished through development of a group of certified "TQM Trainers," who presented awareness sessions to educational groups, developed a videotape of successful classroom applications, and presented teacher workshops.

Texas A&M University - Tech-Prep Statewide Professional Development--Year II

The second year of this project provided an updated needs analysis of the 25 regional consortia to identify professional development activities best delivered at the state level. It also developed and produced two teleconferences, provided professional development workshops in each of the newly established Uniform Service Regions in Texas and one statewide workshop for Educational Service Center personnel; linked professional development activities into the SREB pilot sites in Texas through an academy concept; provided Teacher Education grants to encourage the infusion of Tech-Prep concepts into regular teacher education programs; and

expanded the operational base of the consortium to provide Tech-Prep linkages into various education, business/industry, and governmental units.

Texas Tech University - Tech-Prep Intergenerational Curriculum Development Project

Project goals are to provide continued support, professional development and information dissemination to planners and implementers of "Tech-Prep Intergenerational Professions" programs. Resources developed have generated three Intergenerational Professions programs, with additional programs in the planning stage.

Texas State Technical College-Sweetwater - Advanced Skills for Tech-Prep

This project was conducted to develop advanced skills courses in three manufacturing areas: electronics manufacturing technology, automation/robotics technology and manufacturing engineering technology. These new advanced skills courses will provide enhanced training opportunities for students in their final term in a two-year college.

Texas State Technical College-East Texas Center, Marshall - Non-Collegiate-Level Academic and Technical Leveling or Bridge Courses for Tech-Prep Non-Completers

This project developed and validated a model competency-based, non-collegiate-level curriculum designed to prepare non-Tech-Prep students (displaced workers, high school non-completers, and high school graduates not completing a Tech-Prep sequence of courses) for high-priority, advanced-level Tech-Prep programs.

SECTION XII
INTEGRATING APPLIED ACADEMICS INTO VOCATIONAL EDUCATION
(Title I, Part B, Section 116; Title II, Part A, Section 201; Title II, Part C, Sections 235, 240)

SECONDARY

The Southern Regional Education Board (SREB) State Vocational Education Consortium is a partnership of states, school systems, and school sites. Superintendents, principals, teachers, and counselors in the multi-state network are actively involved in making dramatic changes in the way they prepare students for work and further education in the 21st century.

Launched in 1987 with 28 sites in 13 states, the consortium has rapidly expanded its High Schools That Work (HSTW) program to include over 300 sites in 19 states.

HSTW is a far-reaching education model based on the belief that all students can master complex academic and technical concepts if schools create an environment that encourages students to make the effort to succeed. SREB and its partners advocate a return to the old-fashioned belief that hard work brings results, regardless of a student's socioeconomic background or previous level of achievement.

Texas has 12 HSTW pilot sites that began their initiative with the SREB in the summer of 1993. These pilot sites are: LBJ High School, Austin ISD; Central Senior High School, Beaumont ISD; Elgin High School, Elgin ISD; Fabens High School, Fabens ISD; North Side High School, Fort Worth ISD; Lexington High School, Lexington ISD; Los Fresnos High School, Los Fresnos ISD; Fox Tech High School, San Antonio ISD; Tomball High School, Tomball ISD; University High School, Waco ISD; West Orange-Stark High School, West Orange-Cove ISD; and Woodville High School, Woodville ISD. The pilots represent the unique diversity of Texas. Sites are urban and rural, and diverse in ethnicity, geographic location, and size. All sites share the common goals of increasing student achievement and bridging the gaps between secondary education, postsecondary education and employment.

To facilitate the integration process, the annual HSTW application for basic grant funds required each eligible recipient to describe the local process to be used to facilitate integration in both academic and vocational education. LEAs were encouraged to send teams of academic and vocational education teachers to workshops and conferences at both the statewide and national levels. These workshops and all activities of the pilot sites are linked to the HSTW Key Practices. All Texas pilot sites have committed to a three-year effort to implement the HSTW goals and key practices.

Major Goals

The HSTW program has two major goals:

- To increase the mathematics, science, and communication achievement of students in general and vocational students to the national average of all students by the year 2000.

- To combine the basic content of traditional college preparatory English, mathematics, and science courses with vocational studies by creating conditions that support school principals and faculties in carrying out certain key practices.

Key Practices for Accelerating Student Achievement

HSTW recommends these practices to accelerate student achievement:

- Establish higher expectations for students in both academic and vocational classes.

- Revise vocational courses and develop new ones to expand significantly the emphasis on advancing the communication, mathematics, and science competencies and the cognitive, intellectual, and problem-solving skills of students.

- Revise academic courses or develop new ones to teach concepts from the college preparatory curriculum. Use functional and applied strategies that enable students to see the relationship between course content and the future they envision for themselves.

- Require students in general and vocational studies to complete a challenging program of study, including three courses in mathematics and three in science, with at least two credits in each course equivalent in content to courses offered in the college preparatory program. Students should also complete at least four courses in a vocational major and two courses in related areas.

- Encourage vocational and academic teachers to integrate academic and vocational curriculum and instruction by providing them with staff development, materials, and time to work together.

- Revise the instructional process so that the student is a worker who is actively engaged in the learning process.

- Provide guidance and counseling services to help students see the connection between what they learn in school and their goals beyond high school, and to involve parents in the process of planning and annually updating a high school program of study.

- Provide extra help to enable students to complete successfully a program of study that includes high-level academic content.

- Participate in and use student assessment and program evaluation information to check and improve the curriculum, instruction, school climate, and school organization and management.

- Provide career-bound students access to a structured system of work-based learning that is planned in collaboration with high-status school-based learning (high school and postsecondary) and that results in an industry-recognized credential and employment in a career pathway.

The pilot sites participated in the national HSTW summer 1993 conference and during the state meetings requested reading as a focus area for staff development. As a result, pilot sites were invited to bring campus teams to the state conference on July 28-29, 1993 in Austin, Texas. Gene Bottoms, Director of HSTW for SREB, worked with the group on strategies for integrating academic and vocational curriculum and site team planning and development. John Shelfelbine from California State University led a workshop on Teaching Literacy in Content Area and Career Education.

On January 14-15, 1994, teams from 10 of the 12 pilots again gathered in Austin for the *Reading to Learn* Inservice Project led by Ray Morgan from Old Dominion University. These sites also participated in the satellite *Reading to Learn* course updates held during the spring.

A steering committee of local pilot sites, the Texas Education Agency, and Tech-Prep Professional Development Consortium representatives met January 27, 1994 to provide guidance to a statewide spring HSTW conference. The conference was held May 1-2, 1994, in Austin.

The pilot site teams gathered in Austin, Texas for the HSTW May 1994 conference entitled, *An Active, Integrated "High Schools That Work" Strategy.* HSTW teams had an opportunity to participate in concurrent sessions regarding scheduling, counseling and support services, integration, and sharing led by Sussex Technical High School from Delaware.

The pilot sites and three representatives from the Texas Education Agency, as well as other interested Texas schools, met together at the National HSTW Conference in Nashville, Tennessee in July 1994. At that meeting, plans were made for four high schools to participate in technical assistance visits from SREB staff in the spring of 1995. State coordinators also plan to visit every pilot school before 1995.

POSTSECONDARY

Vocational/Technical degree programs require 15 semester credit hours of general academic courses. In addition, Texas community and technical colleges are working to integrate academics

into vocational/technical programs using a competency-based format with academic materials used as support for the theory and practical applications. Furthermore, vocational/technical programs integrate occupational and academic competencies by asking advisory committees to review programs, task analysis, and core curriculum requirements.

Colleges fund workshops directed toward integrating academics into technical curriculum. Writing skills, critical thinking skills, and learning/teaching styles are addressed.

Academic faculty go to vocational classrooms to work with students in the practical application of writing and mathematics skills to their vocational course work. Support staff from the learning labs go to vocational classrooms to assess students relative to basic skills and learning styles. Seminars on reading and writing strategies and learner attitudes are conducted. Support staff in learning labs worked closely with vocational faculty to acquire lab materials with relevant vocational content. These combined efforts strengthened the vocational curriculum and contributed to the greater number of vocational curriculum, as well as to the greater number of vocational students using computer-assisted instruction and tutoring in the learning labs. Additionally, academic and vocational faculty participated in joint inservice training and staff development focusing on the integration of academics into career and technology classes.

SECTION XIII
CAREER GUIDANCE AND COUNSELING
(Title II, Title III, Part C, Section 321-323)

SECONDARY

Eligible local education agencies were required to expend at least 10 percent of their Perkins basic grant to expand and improve their career guidance and counseling programs. Local school districts were encouraged to use these funds to expand and improve the three very distinct career development components available to Texas schools.

Career Guidance Program Components

"Career Investigation," a middle school career development instructional course, was developed to provide students opportunities to investigate and explore their career options by linking their career interest and aptitudes to viable, realistic career opportunities. This course has become the foundation for the development of graduation plans leading into an identified and approved Tech-Prep graduation plan. Implementation of new "Career Investigation" programs at the middle school level continued to grow, as more school administrators realized the value of early career development guidance and counseling.

During the 1993-94 program year, 10 pilot sites were approved to offer an experimental ninth grade course, "Career Connections." This career development course was designed to facilitate the transition from middle school to high school while providing students opportunities to explore their chosen career pathway in more depth, providing them such opportunities as job shadowing, hands-on applications of academic and occupational skills necessary to be successful in a variety of career areas, and SCANS skill acquisition, as related to all aspects of the industry within the chosen career pathway.

While the number of individuals seeking "vocational" counselor certification declined, there was a substantial increase in the number who identified themselves as "career" counselors. Many LEAs were granted waivers of the vocational certification requirement, enabling more career development/vocational guidance and counseling to be provided to all students. For the first time, elementary school counselors and teachers began requesting career guidance information and activities for inclusion within the instructional program.

"Career Placement Coordination," the third state-approved career development program component, began to expand as small to medium school districts became aware of the transitional benefits a placement coordinator afforded students and the business community. Through career resource centers, placement coordinators maintained potential employer files, provided job and/or postsecondary training placement activities for graduating secondary

students, and conducted follow-up data collection on students placed through the job placement program.

The *National Career Development Guidelines* and the identified student competencies continued to provide the basis for the career development component of the Texas comprehensive school counseling program. School administrators and directors of counseling were provided resources to assist them in the revision and updating of the local school counseling program to include a strong career development component.

An allowable expenditure for the 10 percent state career development set aside was the purchase of a Career Information Delivery System (CIDS) for use by school district personnel to provide career development guidance and counseling activities. Access to career information through the toll-free hotline was provided statewide through a cooperative agreement between the Texas Education Agency and the Texas State Occupational Information Coordinating Committee (TSOICC).

Additional information about career guidance and counseling activities is provided in Section VIIIc, "State Leadership and Professional Development for Career Guidance and Counseling."

POSTSECONDARY

All community and technical colleges in Texas are required to provide students with comprehensive career development services, including information and planning, job development and placement, career guidance/counseling, testing and assessments, and student follow-up services.

Career development professionals are responsible for specifying program objectives, analyzing individual and group needs, developing appropriate educational and training experiences, and monitoring individual achievement. Guidance counselors are expected to have attained knowledge of differing cultural values and their relationship to work values; knowledge of unique career planning needs of individuals with specific needs (disadvantaged, limited English proficient, individuals with disabilities, male/female roles); and skills to identify community resources and establish linkages to assist adults.

Transition activities are identified as an aspect of career development. An assessment of the adult student's current position, occupational changes, and resource networks facilitate updating information from earlier plans and includes short and long-range career decisions.

The "Comprehensive Career Development Program Model," developed through a discretionary project entitled "Professional Development for Community College Career Counselors," has provided recommended guidelines for implementation in community and technical colleges in Texas.

Career guidance software such as the "Discover Career Awareness" program and "Sigiplus" are being utilized throughout Texas to assist students in analyzing their vocational interests and aptitudes. Other materials are available in career counseling centers that have been established. Many colleges conducted job fairs that enabled students to talk to business and industry representatives and to see what type of jobs are available. Colleges throughout the state reported an increased percentage of returning students in the special populations categories. This is thought to be the result of increased guidance and counseling efforts.

SECTION XIV
QUALITY WORK FORCE PLANNING

During program year 1994, Quality Work Force Planning (QWFP) Committees operated in each of Texas' 24 Quality Work Force Planning regions in accordance with Texas Education Code, Section 21.115, and the rules jointly developed and approved in 1990 by the State Board of Education, the Texas Higher Education Coordinating Board, and the State Job Training Coordinating Council. Fifty percent of each committee is made up of representatives from the education and public sectors, and 50 percent is made up of representatives from business, industry, and labor. Members reflect the population characteristics of the region with regard to race/ethnicity and gender. Members also reflect the geographic diversity of three major responsibilities:

- Addressing the needs of employers for a skilled and educated work force;

- Addressing the needs of students, including members of special population groups, for career and technology education programs based upon current and projected labor market needs; and

- Promoting partnerships that support career and technology education programs, services, and activities that result in:
  1. Program articulation, Tech-Prep, and 2+2+2 programs;
  2. Resource sharing among education and training providers and with business and industry; and
  3. Coordination with dropout, adult education, and literacy programs; and improving communication within the region among:
     a. Education and training providers and employers by sharing ideas that improve the quality of career and technology education programs; and
     b. Education and training providers and economic development organizations to meet the region's future employment training needs.

To meet these responsibilities, each committee in program year 1994 implemented the second year of a two-year service delivery plan based upon targeted occupations within the region's key industries and the related programs that train for those occupations. A regional labor market information system (SOCRATES) is used by each committee to identify the key industries and targeted occupations. During the year, each committee used state appropriations to hire professional staff and to pay related committee expenses.

Quality work force planning represents a unifying strategy for an integrated education and training system in Texas by providing an underpinning for informed decision making. The Texas Higher Education Coordinating Board's program review guidelines for approval of new programs require public community and technical colleges to demonstrate the relationship of

proposed new programs to regionally targeted occupations identified by quality work force planning committees and other regional labor market information. The Texas Education Agency includes targeted occupations lists in career and technology program funding applications so that school districts can use the information in the planning process. The Texas Department of Commerce requires private industry councils to use QWFP committee lists of targeted occupations as one of two data sources to justify training program participants for particular occupations.

APPENDICES

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APPENDIX A: SUMMARY ENROLLMENT CHARTS FOR SECONDARY AND POSTSECONDARY EDUCATION

Supplemental Information for Interpretation of OVAE Sample Tables (Secondary Education)

The following information may assist readers in interpreting the data in this section.

1. **Districts or Schools Included in Counts:** The secondary enrollment charts attached represent data supplied by local school districts in Texas. All districts which offer vocational and applied technology education courses submit enrollment data regarding the number of students who finished the course and left the training institution. The only districts or schools which have not submitted enrollment data or completer data are those who offered no vocational and applied technology education courses.

2. **Definition of Enrollment:** Vocational and applied technology education courses are categorized by program area and identified by eight-digit codes for each area. For example, Business Education is a program/program area in which a student may be enrolled. Enrollment in a program is determined by the number of students who are working toward completion of a course (or series of courses) in a program area.

3. **Assessment of Outcomes:** Students who finish a course or a series of courses in a program area are assessed to determine how they are employed one year after graduation. The school which offered the training contacts the student by mail requesting that they complete a questionnaire related to their employment. ONLY students who finish vocational and applied technology education courses of one school year in length, and who are working full-time, would be asked to respond to the questionnaire.

4. **Changes in Definitions:** No significant changes in definitions have occurred.

5. **Year-to-Year Fluctuations:** Changes in cooperative education totals are affected by the number of students in Texas high schools who are attempting to graduate on the advanced graduation plan. The advanced graduation plan reduces the number of elective credits the student may be allowed to count toward graduation. Students participating in the advanced graduation plan have fewer hours per day in class for elective courses.

Supplemental Information for Interpretation of OVAE Sample Tables (Postsecondary Education)

1. **Districts or Schools Included in Counts:** In order to provide data for postsecondary tables, data was collected from Community and Technical Colleges for each semester and compiled to arrive at a yearly total. All institutions reported and are included in the report.

2. **Definition of Enrollment:** The Texas Higher Education Coordinating Board uses the same definitions for data collection as identified by the United States Department of Education. However, the definition of an adult indicates an "adult" is a person who has already entered the labor market or who has completed or left high school. The adults reported in this table are those enrolled in Adult Vocational Courses approved by the Texas Higher Education Coordinating Board.

3. **Changes in Definitions:** There were no significant changes in definitions.

4. **Year-to-Year Fluctuations:** During program year 1994, the Coordinating Board utilized certified student level (social security number) information, resulting in a lower enrollment/special population count for program year 1994. In addition, clock hour program students were not included in the enrollment data

STATE OF TEXAS--SECONDARY ENROLLMENT

Period report covers: FY 1993-94

Occupational Program Area	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (DUPLICATED IN PARENTHESES)								
	Total:			REG. VOC. ED.	DISADV.	LEP	DIS-ABLED	CORR.	SP SPW	NON-TRAD	ADULT	COM-PLETER
	Enroll	Male	Female									
Agriculture Science Technology	82,538	61,006	21,532	24,644	43,517	12,508	1,869	1,148		5,827	2,735	1,713
Marketing Education	24,803	12,400	12,403	11,307	11,441	1,261	794	414		261	621	2,077
Technical Education												
Consumer Homemaking	158,851	55,016	103,835	33,686	98,825	8,745	17,598	-0-	-0-	602	-0-	-0-
Home Economics	19,476	6,683	12,793	6,803	9,253	746	2,674	37		1,846	1,356	4,411
Trade and Industrial	69,698	54,516	15,182	15,202	39,100	10,148	5,250	11,449		3,367	13,299	10,065
Health Science Technology	14,120	3,869	10,251	8,738	4,661	430	291	74		97	187	2,061
Business Education	99,784	38,699	61,085	50,074	41,793	4,176	3,743	1,102		1,318	4,228	13,512
Industrial Technology	101,583	85,029	16,554	26,023	58,813	11,472	5,277	50		29,971	376	n/a
Grand Total	**570,853**	**317,218**	**253,635**	**176,477**	**307,403**	**49,486**	**37,496**	**14,274**	**27,326**	**43,289**	**22,802**	**33,839**

Enrollment: Public Education Information Management System (PEIMS)
Linkage and Placement: Vocational Education Data Summary (VEDS)

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STATE OF TEXAS--SECONDARY ENROLLMENT

Period report covers: FY 1993-94

Occupational Program Area	UNDUPLICATED COUNT ONLY			UNDUPLICATED AND DUPLICATED (DUPLICATED IN PARENTHESES)									
	Totals:			Linkage				Placement:					Current Teachers in Program Area
	Enroll.	Male	Female	Tech-Prep	Co-Op.	Appren.	Work Study	Contin. Ed	Empl-Rel	Empl-Other	Military	Other	
Agriculture Science Technology	82,538	61,006	21,532		4,396	193		660	336	218	117	252	
Marketing Education	24,803	12,400	12,403		12,283	8		542	560	135	90	595	
Technical Education													
Consumer Homemaking	158,851	55,016	103,835										
Home Economics	19,476	6,683	12,793		7,086	-0-		1,630	1,087	502	143	490	
Trade and Industrial	69,698	54,516	15,182		10,744	503		3,285	1,695	1,379	641	2,087	
Health +Science Technology	14,120	3,869	10,251		1,238	21		1,156	175	128	47	467	
Business Education	99,784	38,699	61,085		7,985	177		6,756	2,158	845	311	2,492	
Industrial Technology	101,583	85,029	16,554		981	-0-							
Grand Total	**570,853**	**317,218**	**253,635**		**44,713**	**902**		**14,029**	**6,011**	**3,207**	**1,349**	**6,383**	

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STATE OF TEXAS--POSTSECONDARY ENROLLMENT
Period report covers: FY 1993-94

	UNDUPLICATED ONLY			UNDUPLICATE AND DUPLICATED (DUPLICATED IN PARENTHESES)								
Occupational Program Area	Total:			REG. VOC. ED	DISADV	LEP	DIS-ABLED	CORR	SP SPW	NON-TRAD	ADULT	COMP-LETER
	Enroll	Male	Female									
Agriculture Science Tech.	2,060	1,402	658	1,553	(803)	(82)	(262)	(24)	*	(56)	507	287
Marketing Education	2,050	467	1,583	1,554	(632)	(66)	(126)	-0-	*	(25)	496	126
Technical Education	50,081	30,549	19,532	31,170	(16,909)	(2,563)	(3,879)	(34)	*	(945)	18,911	2,710
Consumer Homemaking Ed.	5	-0-	5	5	-0-	-0-	-0-	-0-	*	-0-	-0-	-0-
Home Economics	11,369	1,914	9,455	6,867	(3,947)	(574)	(757)	(371)	*	(124)	4,502	500
Trade and Industrial	77,860	56,622	21,238	52,263	(30,199)	(3,325)	(5,559)	(1)	*	(3,255)	25,597	7,168
Health Science Technology	101,564	24,007	77,557	77,793	(45,978)	(4,184)	(7,499)	(133)	*	(3,086)	23,771	9,469
Business Education	64,187	20,706	43,481	50,649	(24,158)	(2,863)	(5,077)	-0-	*	(862)	13,538	3,643
Industrial Technology	3	3	-0-	3	(3)	(3)	(1)	-0-	*	-0-	-0-	-0-
Other	38,973	16,883	22,090	32,958	(10,890)	(3,735)	(5,061)	-0-	*	(191)	6,015	488
Grand Total	**348,152**	**152,553**	**195,599**	**254,815**	**(133,519)**	**(17,395)**	**(28,221)**	**(563)**	**41,356**	**(8,544)**	**93,337**	**24,391**

*Data not available

Lower enrollment/special population count is a result of utilizing certified student level (social security number) information. Also, clock hour program students were not included.

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POSTSECONDARY ENROLLMENT
Period report covers: FY 1993-94

Occupational Program Area	UNDUPLICATED COUNT ONLY			UNDUPLICATED AND DUPLICATED (DUPLICATED IN PARENTHESES)									
	Totals:			Linkage:				Placement					Current Teachers in Program Area
	Enroll.	Male	Female	Tech-Prep	Co-Op.	Appren.	Work Study	Contin. Ed	Empl-Rel	Empl-Oth.	Military	Other	
Agriculture Science Technology	2,060	1,402	658	36	1	-0-		31	134				
Marketing Education	2,050	467	1,583	75	11	-0-		12	99				
Technical Education	50,081	30,549	19,532	2,219	288	1,289		176	2,131				
Consumer Homemaking Education	5	-0-	5	-0-	-0-	-0-		-0-	-0-				
Home Economics	11,369	1,914	9,455	363	68	-0-		32	366				
Trade and Industrial	77,860	56,622	21,238	3,143	394	2,139		282	5,429				
Health Science Technology	101,564	24,007	77,557	6,328	2,589	56		227	8,530				
Business Education	64,187	20,706	43,481	4,273	289	-0-		230	2,831				
Industrial Technology	3	3	-0-	-0-	-0-	-0-		3	59				
Other	38,973	16,883	22,090	-0-	45	-0-		24	400				
Grand Total	**348,152**	**152,553**	**195,599**	**16,437**	**3,685**	**3,484**	*	**1,017**	**19,979**	*	*	*	*

* data not available

Lower enrollment special population count is a result of utilizing certified student level (social security number) information. Also, clock hour program students were not included.

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APPENDIX B
SUMMARY OF ACHIEVEMENTS OF POSTSECONDARY AND ADULT PROGRAMS, SERVICES, AND ACTIVITIES

Guidelines for State-funded Technical Education and Training Programs in Public Community and Technical Colleges in Texas require that programs have objectives which address regional or statewide labor market needs and occupational opportunities. Their designs must be flexible and innovative, and their curricula must be linked to business and industry standards which are of the highest quality. Competency-based instruction and assessment procedures must ensure that all students have the opportunity to attain both basic and mastery-level skills. Federal funds were expended to improve state-approved vocational/technical programs with the full participation of special populations and for the activities identified in the law. Following are some of the achievements, services and activities undertaken by Texas postsecondary programs.

- Colleges upgraded curriculum in targeted programs serving the highest concentration of special populations by purchasing software such as "First Task," "DACUM" (Developing a Curriculum), "PEAK," and "Ed-Tech Systems and Performance Manager" to help design new courses/programs and to update old ones. Curriculum was upgraded based on input from advisory committees, business and industry, and the Quality Work Force Planning Committees' (QWFPC) input from studies and data collection. Curriculum subcommittees were formed with business and industry, high school teachers, and postsecondary faculty. This ensures that the technical curriculum is current and responsive to labor market needs. Workshops for adjunct faculty were conducted to provide instruction on the use of course competencies. Summer externships provide faculty the opportunity to become knowledgeable about industry standards.

- Consultants are employed for particular programs to build stronger team skills and quality work force attitudes. Some colleges retained instructors during the summer to expand and update competencies and upgrade instructional materials for targeted programs.

- Instructors develop instructional course syllabi and competencies that integrate skills that may result in the elimination and consolidation of duplicate instructional courses.

- Translators are employed to translate vocational classroom materials between English and Spanish, in order to give the limited English proficient (LEP) student an opportunity to succeed. In addition, desktop video production programs are used to teach instructors to edit and add to existing occupational training films or to develop new ones specifically for their program.

- Many colleges conducted on-campus workshops on performance-based instruction and the integration of academic and vocational education. These workshops were attended by both academic and vocational instructors as well as administrators and staff.

- A language support specialist modified curriculum to the language level of deaf students at some colleges.

- HyperGraphics, which is an authoring system with remote control to help instructors update and develop curriculum, is being utilized for curriculum upgrading. This system also will allow an instructor to present information using another media form to help stimulate the students' understanding of the topics covered.

- Some automotive technology faculty members attended factory-sponsored schools to update technical skills in preparation for implementing a new automotive curriculum. Also, site visits to exemplary automotive programs were conducted to gather information concerning curriculum, certification, and facility usage.

- Equipment and instructional aids were purchased to improve a limited number of programs with a high concentration of special population students. Programs are targeted for improvement using information from "Annual Data Profile" reports and "Institutional Effectiveness" visits and reports.

- State-of-the-art equipment was purchased so that training on industry standard equipment was assured. As a result, the program completers are better prepared to meet the labor demands of the area in their chosen fields.

- Adaptive equipment was also purchased to make programs barrier-free and fully accessible to all populations. Braille printers and software, Kurzweill personal readers, tape recorders and Teletypewriters (TTY) for disabled students were purchased. Computer-related equipment was purchased to produce video programs to supplement English as a Second Language (ESL) curriculum and develop library use assignments for remedial reading, writing and math. These programs integrate academic and technical education for vocational limited English proficient (LEP) students.

- Colleges conduct inservice programs and workshops to enhance the integration of academic and vocational education. Professional development was provided through workshops, seminars, and professional meetings to update instructors' knowledge of job-related occupational skills, including the SCANS competencies. Some workshops are conducted to sensitize faculty/staff to special populations and to make academics meaningful through practical application.

- Software (Academic Skills Management and PEAK) has been purchased to help vocational faculty integrate and develop academic skills in vocational programs. This software will be used by vocational teachers to identify the competencies needed for local employment and to develop performance standards for each competency which include integrating academics into vocational/technical education.

- Support staff from learning labs participated in off-campus workshops to explore ways to integrate academic and vocational/technical education. Academic faculty went to vocational classrooms to work with students in the practical application of writing and mathematics skills to their course work.

- A teleconference entitled "Work Place Readiness--Education for Employment" for both vocational and academic faculty provided inservice for integrating academic and vocational education.

- A team approach is used at some colleges to pair mathematics and communications teachers with technical faculty to develop content-specific materials to integrate academic and technical competencies.

- Technical education advisory committees make recommendations that result in revisions to certificate programs and current syllabi and the addition of more applied academics within curricula.

- Attendance at seminars and workshops pertaining to Tech-Prep, "Competency-Based Education," teaching using the applied method, and integration of academic and vocational education resulted in the development of technical and vocational programs which are competency based and include SCANS standards, foundation skills, and school-to-work and capstone experiences.

- STARLINK presentations provide both academic and vocational faculty inservice training on integration of academic and vocational education to colleges that subscribe.

- Faculty members also attended "Master Teacher Seminars" to improve their teaching strategies by exchanging ideas and teaching methods with other professionals from across the country.

- Community and technical colleges throughout Texas employed full-time and part-time counselors who worked one-on-one with students or conducted forums, career seminars, and human development workshops to ensure that information was provided regarding vocational/technical programs and the supplementary services available for members of special populations. These counselors helped students develop degree plans to ensure that students enrolled in the sequence of courses needed for all aspects of the industry or job for which they were being trained. Counselors continually received training to stay abreast of the resources available for vocational students.

- Community and technical colleges in Texas offered remediation to vocational/technical students through group or individual tutoring or through developmental courses in math, English, writing skills, or reading as applied to the students' vocational programs. Learning centers were established that allowed for computer-based, self-paced instruction. Students attended during the hours they chose. Funds were expended for personnel and instructional

materials. The computer-assisted program "Plato Literacy Skills" provided tutorial assistance through a peer tutoring program. The students' progress was tracked for successful completion of the program.

- Vocational faculty and staff work with lab instructors and tutors to develop remedial instructional materials that will compliment vocational curriculum.

- Community and technical colleges in Texas continue to provide the adaptive equipment to make vocational/technical programs barrier-free and fully accessible to disabled vocational/technical students and to enable these students to be successful. Some of this equipment is described below.

  Telecommunications Device for the Deaf (TDD) telephones, cassette recorders, hand-held electronic dictionaries, spelling machines, and page magnifiers and low-vision reading systems for the sight impaired were purchased throughout the state. The low-vision reading system enables a student to view large text, listen to printed text-translated to voice, and obtain a Braille copy of standard printed text. Braille printers and software, teletypewriters (TTY) for the disabled, and computer-related equipment to produce video programs to supplement "English as a Second Language" (ESL) curriculum and develop library use assignments for remedial reading, writing, and mathematics were also purchased. These video programs integrate academic and technical education for vocational students who are limited English proficient (LEP).

  Adaptive equipment such as elevated desks and other furniture and equipment increased the accessibility of the disabled.

  Other adaptive equipment was purchased, such as a computer magnification system, an adaptive keyboard, and combination VCR/TVs to help view instructional tapes on subjects related to the disability (i.e., training video in sign language interpretation).

  Visually and/or hearing impaired students are aided through use of special needs laboratories at some colleges. Labs are equipped with special equipment to assist that special population. Large screen monitors for computer application courses also accommodate the visually impaired students.

- Community and technical colleges supported Tech-Prep education programs throughout the state through basic grant funds as in these examples:

  Instructors attended workshops and were provided release time to develop and write curricula for Tech-Prep programs.

  Staff development activities and curriculum development activities have emphasized both integration of academic and vocational areas, along with the importance of understanding and teaching to different learning styles.

Travel funds were provided for instructors to attend inservice professional development programs on topics related to Tech-Prep program improvement.

- Throughout the state, supplemental services have been provided to disadvantaged students through instruction, guidance and counseling, equipment, and support services. Instructional services included individual and small group tutorial assistance, developmental classes for basic skills, small group sessions for supplemental instruction, computer-assisted instructional labs, test monitoring, and specialized materials and curriculum.

- Guidance and counseling activities included academic advising, vocational placement, financial aid assistance, vocational interest and aptitude assessment, and personal and career exploration counseling. Professional development and inservice activities were conducted for counselors working with disadvantaged students. Equipment purchases included supplemental hardware/software packages for use by disadvantaged vocational/technical students in computer-assisted labs. Support services included child care, transportation, textbook assistance, and materials and supplies for the economically disadvantaged.

- The Texas Higher Education Coordinating Board participates with the Texas Rehabilitation Commission (TRC) in an interagency planning group to facilitate coordination between agencies and the Job Opportunities and Basic Skills Training (JOBS) Program to ensure services for the disabled. Disabled vocational/technical students benefited from cross-referral and information sharing among campuses and state and local agencies. Counselors from postsecondary institutions and local centers of the Texas Department of Mental Health/Mental Retardation (MHMR) communicated with and coordinated with numerous community-based organizations. The Texas Employment Commission (TEC) and Private Industry Councils (PICs) contracted with some campuses for educational services for qualified recipients. The Commission for the Deaf and the Commission for the Blind worked with colleges in providing assistance with modified equipment for disabled students. Local Veterans Administration representatives coordinated services for eligible students. The Texas Rehabilitation Commission staff work closely with colleges to provide the most appropriate services.

- Colleges work with disabled vocational/technical students to provide appropriate accommodations for each student's disability. Supplemental services provided to students with disabilities include notetakers, readers, sign language interpreters, scribes, printing of enlarged materials, extended time on tests, oral taped tests, testing in isolated location, career counseling, academic counseling, taped lectures, taped textbooks, professional tutoring, peer tutoring, use of specialized equipment, transition services, placement services, curriculum and classroom modification, instructional aids and devices, and adaptive equipment.

- Students who are limited English proficient (LEP) have been provided supplemental services through instruction, guidance and counseling, equipment, and support services. Supplemental instruction included basic skills training in reading, English, and

communications. Other instructional services included translators, class assistance in language acquisition, self-paced learning modules using "English as a Second Language" (ESL) materials, computer-assisted labs, and specialized instructional materials.

- Guidance and counseling activities included early identification and assessment testing for language barriers, academic advising, career and personal counseling, recruitment and referral activities, and placement activities. Equipment was purchased for computer labs as was English/Spanish software. Support services provided included interpreters, bilingual tutors, and note takers.

- Students enrolled in programs nontraditional to their gender have been provided counseling, career guidance, job placement services, and assistance with work study, child care, and transportation as needed for them to be successful in the chosen program. Postsecondary institutions actively recruited students in this category, which included advertising and outreach information on eliminating sex bias and stereotyping.

- Staff members attended workshops, conferences, and training programs which helped faculty develop learning activities to prepare students to deal with sex bias and stereotyping in the workplace. Non-traditional career options and resources for training were presented in seminars. Those is attendance were also provided information regarding training required, specific responsibilities, monetary advantages, and barriers encountered in working in non-traditional jobs.

- Postsecondary institutions provided vocational assessment and aptitude testing with other supplemental services including career guidance and counseling, employment counseling, job skills training, interview training, and financial aid information for individuals in correctional institutions.

- Community and technical colleges have employed full- and part-time special populations coordinators to monitor and coordinate services for members of special populations to insure full participation and equal access to vocational/technical education programs for the special populations. Special population coordinators coordinate services with other agencies and organizations to insure that members of special populations receive the supplemental services needed to be successful in the vocational/technical program in which they are enrolled. One benefit from this activity is increased communication with faculty concerning special population students. Through this effort, students received the supplemental services they needed.

- Colleges work closely with Quality Work Force Planning Committees, Private Industry Councils, and business and industry advisory committees to develop a skilled work force and enhance Texas's economic development.

- Efforts are made to link vocational/technical programs' economic development efforts through seminars and workshops.

- Colleges work with their Quality Work Force Planning Committee, area businesses, and local chambers of commerce to ensure that all actions necessary to attract new business and to train a quality work force are taken.

- Technical education program guidelines require that all approved vocational/technical programs operating in Texas community and technical colleges train for all aspects of the industry. Programs must have objectives which address regional or statewide labor market needs and occupational opportunities. Program design must be flexible and innovative and curricula must be linked to business and industry standards that are of the highest world quality. Programs for which there are mandatory state, federal or national licensure, certification or registration requirements of program graduates must meet the standards of the appropriate agency or association and prepare the student to sit for the corresponding examination(s). The inclusion of technical programs learning experiences external to the usual classroom activities, such as cooperative education and internships, and affiliations with external agencies or associations, are required for effective instruction and for assistance in school-to-work transition. Through counseling, degree plans completed by vocational/technical students ensure that courses for each vocational/technical program meet this criteria.

- Instructional effectiveness is being achieved through computerized instructional performance (PEAKS) to design courses, lessons, and provide examinations. To provide instruction for this program, instructors who have already mastered the system are serving as trainers for other instructors. New paradigms for teaching are provided in various inservice training sessions for instructors. Vocational/technical education programs are routinely evaluated by each institution and periodically evaluated for institutional effectiveness by the Texas Higher Education Coordinating Board.

APPENDIX C.1
ASSESSMENT TO THE CORE STANDARDS AND MEASUREMENTS OF PERFORMANCE

1993-94 SCHOOL YEAR

The following tables relate to Core Standards and Measures of Performance #1 and #5.

Definitions of coding:

- Code 1 - Students taking career and technology education courses as an elective
- Code 2 - Students in a coherent sequence of courses (including career and technology education and academic education)
- Code 3 - Students in Tech-Prep

ENROLLMENT IN CAREER AND TECHNOLOGY EDUCATION (C&TE)
(478,140 students met this criteria)

TOTAL C&TE ENROLLMENT

	STUDENTS	MALE	FEMALE
Code 1	83.98% (401,563)	55.4%	44.6%
Code 2	13.62% (65,100)	53.0%	47.0%
Code 3	2.4% (11,477)	51.4%	48.6%

ETHNICITY OF C&TE STUDENTS

	Native Am.	Asian	African Am.	Hispanic	White
Code 1	.21%	1.67%	16.24%	31.55%	50.33%
Code 2	.28%	1.96%	12.65%	37.91%	47.20%
Code 3	.14%	1.17%	9.53%	31.23%	57.93%

C&TE STUDENTS WHO WERE MEMBERS OF SPECIAL POPULATIONS (DUPLICATED COUNT)*

	ECO. DIS.	ED. DIS.	L.E.P.	SP. ED.
Code 1	136,913	93,889	23,905	49,797
Code 2	21,675	15,659	3,332	7,557
Code 3	3,168	2,056	240	873

* Please Note: Some students appear in more than one of these categories. Accurate computation of percentages was not possible.

STUDENTS ENROLLED IN CAREER AND TECHNOLOGY EDUCATION WHO HAD ATTENDANCE RATE GREATER THAN OR EQUAL TO 97%
(186,913 students met this criteria)

TOTAL OF STUDENTS WITH AN ATTENDANCE RATE >= 97%

	STUDENTS	MALE	FEMALE
Code 1	39.58% (158,967)	57.58%	42.42%
Code 2	35.23% (22,936)	44.79%	55.21%
Code 3	43.65% (5,010)	53.75%	46.25%

ETHNICITY OF STUDENTS WITH AN ATTENDANCE RATE >= 97%

	Native Am.	Asian	African Am.	Hispanic	White
Code 1	.2%	2.7%	15.7%	27.9%	53.6%
Code 2	.2%	3.1%	14.1%	33.5%	49.1%
Code 3	.1%	1.6%	9.3%	25.9%	63.1%

SPECIAL POPULATIONS OF STUDENTS WITH AN ATTENDANCE RATE >= 97% (DUPLICATED COUNT)*

	ECO. DIS.	ED. DIS.	L.E.P.	SP. ED.
Code 1	48,061	31,479	8,851	16,317
Code 2	6,992	4,633	1,154	2,322
Code 3	1,158	683	86	321

* Please note: Some students appear in more than one category. Accurate computation of percentages was not possible.

COMPARISON OF STUDENT RESULTS AT GRADES 10, 11, AND 12 WHO: (1) WERE ENROLLED IN A CAREER AND TECHNOLOGY EDUCATION COURSE; (2) TOOK THE TEXAS ASSESSMENT OF ACADEMIC SKILLS (TAAS) TEST; AND (3) PASSED THE TAAS TEST VERSUS STUDENTS WHO: (1) WERE NOT ENROLLED IN A CAREER AND TECHNOLOGY EDUCATION COURSE; (2) TOOK THE TAAS TEST, AND (3) PASSED THE TAAS TEST

Relates to Core Standards and Measures of Performance #1 and #5.

FIRST ATTEMPT TO TAKE AND PASS ALL THREE SECTIONS OF TAAS AT THE 10th GRADE

	# STUDENTS TESTED	PERCENT PASSING
C&TE Code 1	53,775	43%
C&TE Code 2	6,763	44%
C&TE Code 3	1,563	45%
TOTAL	62,101	
Non C&TE	127,444	56%

PASSED ALL THREE SECTIONS OF TAAS AT THE 11th GRADE:

	# STUDENTS TESTED	PERCENT PASSING
C&TE Code 1	22,611	29%
C&TE Code 2	503	30%
C&TE Code 3	94	45%
TOTAL	23,208	
Non C&TE	127,444	56%

PASSED ALL THREE SECTIONS OF TAAS AT THE 12th GRADE:

	# STUDENTS TESTED	PERCENT PASSING
C&TE Code 1	9,389	44%
C&TE Code 2	311	37%
C&TE Code 3	47	28%
TOTAL	9,747	
Non C&TE	8,067	41%

1992-93 SCHOOL YEAR UNRECOVERED DROPOUTS
(30,102 students met this criteria)

Please note: Statewide data for 1993-94 will be available in March 1995.

TOTAL UNRECOVERED DROPOUTS STATEWIDE

	ALL STUDENTS	MALE	FEMALE
C&TE	50.28% (15,135)	54.56% (8,258)	45.44% (6,877)
Non C&TE	49.72% (14,967)	51.77% (7,748)	48.23% (7,219)

ETHNICITY OF UNRECOVERED DROPOUTS

	Native Am.	Asian	African Am.	Hispanic	White
C&TE	.2%	1.1%	21.04%	45.0%	32.65%
Non C&TE	.2%	2.27%	17.34%	55.9%	24.3%

SPECIAL POPULATIONS (DUPLICATED COUNT)*

	ECO. DIS.	ED. DIS.	L.E.P.	SP. ED.
C&TE	5,987	4,626	1,683	1,641
Non C&TE	6,930	4,777	3,257	1,700

* Please note: Some students are recorded in more than one category. Accurate computation of percentages was not possible.

1992-93 SCHOOL YEAR
ALL STUDENTS STATEWIDE WHO GRADUATED
(152,838 students met this criteria.)

Please note: Statewide data for 1993-94 will be available in March 1995.

The tables below relate to Core Standards and Measures of Performance #4.

TOTAL STUDENTS WHO GRADUATED IN 1992-93

	STUDENTS	MALE	FEMALE
C&TE	59.34% (90,699)	48.6 % (44,084)	51.39% (46,613)
Non C&TE	40.64% (62,139)	50.58% (31,433)	49.42% (30,706)

ETHNICITY OF GRADUATES

	Native Am.	Asian	African Am.	Hispanic	White
C&TE	.18%	1.63%	12.48%	29.56%	56.15%
Non C&TE	.23%	4.40%	10.71%	25.25%	59.43%

GRADUATES IN SPECIAL POPULATIONS (DUPLICATED COUNT)*

	ECO. DIS.	ED. DIS.	L.E.P.	SP. ED.
C&TE	20,304	12,370	2,854	6,884
Non C&TE	11,286	5,908	1,825	4,937

* Please note: Some students are recorded in more than one category. Accurate computation of percentages was not possible.

Data collected for Core Standards and Measures of Performance #2 are kept locally and reported to the state on the Annual Application for Vocational Federal Funds. Based upon the rate of progress, districts use this information as apart of their improvement plans.

APPENDIX C.2
REGIONAL INSERVICE MEETINGS FOR SCHOOL DISTRICT PERSONNEL TO DISCUSS THE STATEWIDE SYSTEM OF PERFORMANCE STANDARDS

The time for each meeting is from 9:30 a.m. to 3:30 p.m.

DATE	REGION	LOCATION
October 26, 1993	19	Region Service Center
		El Paso
October 27, 1993	16&17	Wayland Baptist College
		Plainview
October 28, 1993	15&18	Region Service Center
		Midland
November 2, 1993	9&14	Region Service Center
		Wichita Falls
November 3, 1993	11	Region Service Center
		Ft. Worth
November 4, 1993	10	Richardson ISD Administration
		Richardson
November 9, 1993	7&8	Tyler ISD Administration
		Tyler
November 11, 1993	4	Medallian Hotel
		Houston
November 12, 1993	20	Region Service Center
		San Antonio
November 16, 1993	6	Region Service Center
		Huntsville
November 17, 1993	3	Victoria Bank & Trust
		Victoria
November 19, 1993	1&2	Marriott Hotel
		Corpus Christi
February 14, 1994	10&11	DFW Hyatt
		DFW
February 15, 1994	4	Yates High School
		Houston
February 17, 1994	16&17	Texas Tech University
		Lubbock
February 26, 1994	20	Austin Capitol
		Austin
May 5, 1994	1&2	MacAllen Administration
		MacAllen

APPENDIX D
EXEMPLARY PROGRAMS FOR POSTSECONDARY SCHOOLS

EXEMPLARY PROGRAMS

Postsecondary Institution:
El Paso Community College

Carl Perkins Funding Category:
Title II, Part B (Single Parents, Displaced Homemakers, Single Pregnant Women)

Focus of Program/Project: Provides a bridge curriculum to prepare low-income female single parents, displaced homemakers, and single pregnant women to enter and be retained in nontraditional career fields of study.

Targeted Population: Special populations to include women who are low income, single parents, divorced or widowed homemakers, single pregnant women, and near-homeless women who desire to become economically independent by choosing a nontraditional education option.

Activities Conducted:
- Empowerment workshop
- MEGATRENDS FOR WOMEN workshop series
- Self-Investment class
- Technical Applied Physics (TAP) class
- Technical Content class
- English for Special Purposes (ESP) class
- Mathematics class
- Recruitment efforts to include presentations, assessment, processing through admissions, career exploration workshops, appointments for Women in Technology (WIT) assistance, job information, group orientations, group registration and monitoring of all activities
- Assignment and monitoring of community activity involvement
- Coordinating of programs to include work/study placement, monitoring students' academic progress and work/study participation, recommending WIT and tutorial assistance when needed and arranging for community/agency presentations for self-investment class
- Graduation ceremony

Measurable Results and Accomplishments:
- Live presentations--49 presentations were made, reaching 1,090 women.
- Electronic presentations--one television public service announcement (PSA) and two radio PSAs

- Printed media--three newspaper articles; 232 mailers sent out to businesses and interested individuals.
- 113 applications received; 45 students accepted into program; 29 completed program.

Actual and Potential Impact:
- Community media exposure
- Potential statewide model program potential
- Model for recruiting other women within the community who are in similar circumstances

Postsecondary Institution:
The Victoria College

Carl Perkins Funding Category:
Title II, Part B (Single Parents, Displaced Homemakers, Single Pregnant Women)

Program/Project Title:
Equity Services

Focus of Program/Project:
To improve access to and success rates in vocational/technical education programs. This allows the target population to achieve their educational goals and enter the work force with marketable skills that will empower them to become economically self-sufficient members of society.

Targeted Population:
Single parents, displaced homemakers and single pregnant women

Activities Conducted:
- Improved target population access to vocational/technical training.
- Improved target population grade point averages.
- Improved target population retention rates.
- Improved program completion/graduation rates.
- Improved rates of target population entry into the work force.

Measurable Results and Accomplishments:
- 454 single parent, displaced homemaker and/or single pregnant women students participated in program; 645 disadvantaged students participated in program (some duplication exists in number).
- 403 students enrolled in vocational/technical programs.
- Nine students completed certificate programs.
- Three students completed degree programs.
- 126 students participated in career planning programs.
- 185 students participated in life skills training.

Actual and Potential Impact:
- Future recruiting impact by students in program
- Community program exposure

Postsecondary Institution:
Vernon Regional Junior College

Carl Perkins Funding Category:
Title II, Part B (Single Parents, Displaced Homemakers, Single Pregnant Women)

Program/Project Title:
New Beginnings

Focus of Program/Project:
Serve target population

Targeted Population:
Single parents, displaced homemakers and single pregnant women

Activities Conducted:
- Assist target population in acquiring SCANS skills and competencies
- Assist target population with support services
- Provide information about technical programs to target population

Measurable Results and Accomplishments:
- 157 targeted students were recruited for the program.
- 157 targeted students were provided services.
- 68 students were disadvantaged and 23 were disabled.
- 23 students received ESL assistance, 38 received study skills training, and 12 received parenting training.
- 101 participated in GED preparation.
- 75 enrolled in vocational/technical programs.
- 12 completed degree programs.
- 23 completed certificate programs.
- 10 participated in work study.
- 73 participated in career planning.
- 40 were assisted with career placements over a three-year period.

Actual and Potential Impact:
- Community-wide and area-wide impact for recruiting
- Potential community work force impact from education and career training
- Potential statewide model program

Postsecondary Institution:
McLennan Community College

Carl Perking Funding Category:
Title II, Part B (Single Parents, Displaced Homemakers, Single Pregnant Women)

Program/Project Title:
Special Services for Single Parents, Displaced Homemakers and Single Pregnant Women

Focus of Program/Project:
To provide vocational and career guidance and counseling and assistance with child care, transportation, and/or educational materials for targeted population

Activities Conducted:
- Exceeded the goal of recruiting and enrolling 75 vocational/technical students qualified for the program.
- Provided direct financial assistance with child care and transportation to 124 qualified targeted students.
- Expanded access to "success" services through increased coordination with both internal service areas and external area service providers.
- Updated and modified formative and summative project evaluation and student tracking methods.
- College makes space available for two Department of Human Services (DHS) caseworkers and one secretary to provide "one-stop shop" concept for students.

Measurable Results and Accomplishments:
- Recruited and served 397 students from targeted population.
- 101 students received DHS services.
- 351 students were disadvantaged and 24 were disabled.
- 274 students received counseling, 116 participated in career planning, 63 received tutoring, 17 received parenting training, and 17 received life-skills training.
- All 397 students enrolled in vocational/technical programs.
- 35 students completed degree programs.
- 31 students completed certificate programs.
- 34 students transferred.
- Eight students set up off-campus job interviews.

Postsecondary Institution:
Houston Community College System

Carl Perkins Funding Category:
Title II, Part B (Sex Equity)

Program/Project Title
Equity Project to Eliminate Gender Bias and Stereotyping in Vocational/Technical Education Programs

Focus of Program/Project:
To increase the enrollment of both females and males in nontraditional vocational/technical programs and to promote equity training to eliminate bias and stereotyping

Targeted Population:
Special populations interested in pursuing education/training for nontraditional vocational/technical programs

Activities Conducted:
- Provided recruitment/outreach activities for special populations.
- Provided academic, personal, and career counseling services for special populations.
- Provided child care, transportation, and textbook/equipment loan support services for special populations.
- Provided child care awareness for vocational/technical majors, teachers, support staff, and community.

Measurable Results and Accomplishments:
- Provided recruitment/outreach to 1,500 students.
- 275 students enrolled in the vocational/technical program.
- 50 students were served in the mentoring program.

Actual and Potential Impact:
- Increased community media exposure.
- Increased economically disadvantaged students' awareness of earnings potential of nontraditional career fields.

Postsecondary Institution:
Texas State Technical College-Waco

Carl Perkins Funding Category:
Title II, Part B (Sex Equity)

Program/Project Title:
Women in Technical Education

Focus of Program/Project:
To develop and implement a comprehensive program for recruiting women into nontraditional technical education and career fields, and retaining them in those fields.

Targeted Population:
Nontraditional women students

Activities Conducted:
- Developed a comprehensive program for recruiting women into technical education:
  - Targeted additional groups of women for recruiting
  - Coordinated recruiting activities with alumni association
  - Analyzed data of women in technical education
  - Enhanced recruitment through excellence in retention
  - Continued dissemination and diffusion of comprehensive recruitment efforts
- Researched, designed and implemented a multipurpose support program to meet needs of women in technical education
- Further enhanced personnel, structure, and overall programs of the multipurpose Women's Resource Center (WRC)
- Assessed female employee needs related to multipurpose WRC programs
- Ensured that WRC meets ongoing needs of female student population
- Continued dissemination and diffusion for replication.

Actual and Potential Impact:
- Increased media exposure
- Increased community awareness of offerings

Postsecondary Institution:
Lee College

Carl Perkins Funding Category:
Title II, Part B (Sex Equity)

Program/Project Title:
Project LEEWAY: Steps to Success

Focus of Program/Project
To provide opportunities for students, especially returning women, to explore, enroll in, and complete nontraditional career training and education

Targeted Population:
Special Populations interested in nontraditional career education

Activities Conducted:
- Career goal setting and self-assessment training
- Basic academic skill development training
- Career exploration training
- Self-esteem training
- Workplace readiness training
- Developed a manual and disseminated it statewide

Measurable results and Accomplishments:
- All participants completed career goal setting and self-assessment training.
- Students showed an average gain of 2.3 years in reading, math, and writing skills.
- All participants attended at least 15 sessions of career exploration.
- Students averaged a gain of 20 percent on a standardized test in workplace readiness.
- The student retention rate was 75 percent (child care, transportation, and textbook assistance provided).

Actual and Potential Impact:
- Increased community awareness of potential of career training
- Potential state model

Postsecondary Institution:
Tyler Junior College

Carl Perkins Funding Category:
Title II, Part B (Sex Equity)

Program/Project Title:
Gender Equity Programs to Eliminate Gender Bias in Occupational Programs

Focus of Program/Project:
To promote equity awareness, recruit target population for educational/transition into nontraditional careers, and to continue gender equity support programs for students.

Targeted Population:
Special populations students entering nontraditional career education

Activities Conducted:
- Advisory meetings were scheduled and held quarterly.
- Outreach for equity awareness classes and sessions were conducted at area schools.
- A media campaign was conducted.

- The following transition activities were offered: "You Can Do It," a program for students in at-risk situations and GED graduates was offered five times in late May and June 1994; and "Tech It Out," a week-long program showcasing gender equity technology programs.
- Conducted career exploration sessions.
- Offered academic and personal guidance and counseling services.
- Offered academic support services.
- Provided live workshops or ongoing video series for the target population via a cable channel.
- Provided resume assistance and employment search training for the target population.
- Gender equity student assistants were hired in their respective departments.
- Tracking was continued; scantrons were sent out to all preparatory training/technical classes each semester.
- Mid-term and summer letters were sent to the target population informing them of available opportunities and support services.
- Follow-up and assessment of program effectiveness has continued as an ongoing program.

Measurable Results and Accomplishments:
- Provided career training and counseling services to 332 students.
- 332 students enrolled in vocational/technical programs.
- 332 students enrolled in nontraditional vocational/career programs.
- 293 of the targeted population were disadvantaged and 47 were LEP.
- 47 students received ESL training and 31 received GED training.
- 99 received counseling, 244 received study skills training, and 222 received tutoring.
- 49 received career planning, 139 received career placements, and 17 received student employment.
- 13 students completed degree programs and seven completed certificate programs.

Postsecondary Institution:
San Antonio College (Alamo Community College)

Carl Perkins Funding Category:
Title II, Part B (Sex Equity)

Program/Project Title:
Access and Excel Program

Focus of Program/Project:
To provide women returning to the work force opportunities to explore nontraditional career fields and vocational educational programs, to provide paid internships in nontraditional cooperative work-sites, and to provide support services to aid in their retention

Targeted Population:
Nontraditional vocational education students from special populations

Activities Conducted:

- An advisory committee was formed and met three times during year.
- Eighteen women were recruited for the fall 1993 semester.
- Conducted 25 workshops focusing on self-management, career management, and sexual harassment. The workshops included a focus on non-traditional career fields.
- Provided internships for participants.
- Conducted final evaluations of program components.

Measurable Results and Accomplishments:

- At completion of program, students had an 84 percent retention rate.
- 75 percent of students maintained a 2.0 or above cumulative GPA at the conclusion of the spring 1994 semester.
- 100 percent of students received assistance with support services.
- Internships were provided for 11 participants at worksites matching their career objectives
- Final evaluations of program components reflect that 92 percent of participants rated programs beneficial and helpful, and that 100 percent reported that the program increased their knowledge of nontraditional careers.

Actual and Potential Impact:

- Creation of model population for future recruiting
- Creation of interest in nontraditional careers

Postsecondary Institution:
Odessa College

Carl Perkins Funding Category:
Title II, Part B (Sex Equity)

Program/Project Title:
Project Access II

Focus of Program/Project:

- To provide awareness of gender biases in the workplace and within the educational system
- To recruit and enroll students in nontraditional careers
- To provide qualifying students who meet the guidelines of the Carl Perkins gender bias category with:
  a)textbooks through the lending library
  b)transportation
  c)child care assistance

Targeted Population:
Special populations entering nontraditional vocational education programs

Activities Conducted:
- All project activities and goals were successfully completed.
- 232 students qualified, targeted students were recruited.
- 232 students received counseling, 210 received textbook loans, 45 received tutoring, and 75 received study skills training.
- 232 students were classified as disadvantaged, 28 were classified as LEP, 91 received ESL training, and 30 received GED training.
- 130 students enrolled in vocational/technical programs.
- 42 students received career planning assistance.
- 3 students completed degree programs, and 42 completed certificate programs.

Actual and Potential Impact:
- Community and area impact
- Future impact for recruiting and nontraditional programs

Postsecondary Institution:
Amarillo College

Carl Perkins Funding Category:
Basic Grant

Program/Project Title:
"STAR: Students Training and Retraining"

Focus of Program/Project:
To provide a community-based outreach career development center to serve primarily the Hispanic population.

Targeted Population:
- Young people who are still in the public school system, but who need career training and information not available through the schools
- Dropouts who are the "lost individuals" and have no other effective support or guidance system
- Adults who want to enter the work force or change jobs, but do not have an understanding of the skills involved in making such a transition
- New immigrants who do not yet have an understanding of the American system, but may possess a high level of education

Activities Conducted

- Career information disseminated to those who are of the age to be employed
- Guidance provided to those attempting to enter the job market
- Guidance provided to those desiring to enter post-secondary training
- Minimal training provided in areas to help strengthen employability skills and to bring skills up to a level to make individuals more "college ready"

Measurable Results and Accomplishments

- Hispanic enrollment at Amarillo College increased by 11 percent from the previous year.
- Served more than 1,300 students through the outreach center.
- Provided career counseling to 133 individuals.
- Held a scholarship dinner to recognize recent Hispanic high school graduates.
- Co-hosted the annual city-wide Hispanic Career Day at the Civic Center.

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a nonsegregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964 AS AMENDED BY THE EQUAL EMPLOYMENT OPPORTUNITY ACT OF 1972; EXECUTIVE ORDERS 11246 AND 11375; EQUAL PAY ACT OF 1964; TITLE IX, EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED; IMMIGRATION REFORM AND CONTROL ACT OF 1986; AMERICANS WITH DISABILITIES ACT OF 1990; AND THE CIVIL RIGHTS ACT OF 1991.

The Texas Education Agency shall comply fully with the nondiscrimination provisions of all federal and state laws, rules, and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any educational programs or activities which it operates on the grounds of race, religion, color, national origin, sex, disability, age, or veteran status (except where age, sex, or disability constitutes a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency is an Equal Employment Opportunity/Affirmative Action employer.

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